



ILO EVALUATION

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This evaluation has been conducted according to ILO's evaluation policies and procedures. It has not been professionally edited, but has undergone quality control by the ILO Evaluation Office

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LIST OF ACRONYMS

| | |
|---------|---|
| ASEAN | Association of South East Asian Nations |
| ADB | Asian Development Bank |
| APVE | Agency for Primary Vocational Education (Kyrgyzstan) |
| CBTA | Competency Based Training and Assessment |
| CEPA | EU-Armenia Comprehensive and Enhanced Partnership Agreement |
| CIS | Commonwealth of Independent States |
| CO | Country Office |
| CTA | Chief Technical Advisor |
| DAC | Development Assistance Committee |
| DACUM | Developing a Curriculum |
| DWCPs | Decent Work Country Program |
| DWT | Decent Work Team |
| EA | Evaluability Assessment |
| EAEU | Eurasian Economic Union |
| EEC | Eurasia Economic Commission |
| EBRD | European Bank for Reconstruction and Development |
| ESS | Enterprise Skills Survey (Tajikistan) |
| EU | European Union |
| G20 | Group of Twenty |
| GIZ | Deutsche Gesellschaft für Internationale Zusammenarbeit |
| HRD | Human Resource Development |
| HQ | Headquarters |
| JCI | Jordan Chamber of Industries |
| ILO | International Labour Organization |
| ITC ILO | International Training Center of the ILO |
| IO | Immediate Objective |
| IPA CIS | Interparliamentary Assembly of Member Nations of the Commonwealth of Independent States |
| HR&GE | Human Rights and Gender Equality |
| LM | Labour Market |
| LMIS | Labour Market Information System |
| MoLSA | Ministry of Labour and Social Affairs (Armenia) |
| MSCoE | Model Skill Centres of Excellence (Jordan) |
| MTE | Mid-Term Evaluation |
| M&E | Monitoring & Evaluation |
| NPC | National Project Coordinator |
| NPSCs | National Project Steering Committees |
| NQF | National Qualifications Framework |
| OECD | Organization for Economic Cooperation and Development |
| OP | Output |
| PAC | Project Advisory Committee |
| PPP | Public Private Partnership |
| RF | Russian Federation |

| | |
|----------|--|
| RIAC | Russian International Affairs Council |
| SDGs | Sustainable Development Goals |
| SSC | Sector Skills Councils |
| SKILLS | ILO Skills and Employability Branch |
| SMART | Specific, Measurable, Achievable, Relevant, Time-bound |
| SKOLKOVO | Moscow School of Management, Skolkovo |
| STED | Skills for Trade and Economic Diversification |
| STF | Skills Technology Foresight (methodology developed by Skolkovo) |
| TOC | Theory of Change |
| ToR | Terms of Reference |
| TT WGs | Technical Thematic Working Groups |
| TVET | Technical and Vocational Education and Training |
| UN | United Nations |
| UNDAF | United Nations Development Frameworks |
| UNDP | United Nations Development Program |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |

EXECUTIVE SUMMARY

Project background

The project “Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation,” Phase 2 (the Project), is a 36-month, US\$12 million second phase initiative, funded by the Russian Federation and implemented by the International Labour Organization (ILO). The Project aims to strengthen the capacity of relevant Governments, Employers’ and Workers’ organizations (Social Partners), competent bodies, sectoral organizations and stakeholders to review, develop and implement changes in National and Sectoral Skills Development Systems in the six (6) participant countries (Project Countries).

Evaluation background

The evaluation covers the duration of the Project since its inception phase in December 2016 until September 2018, and its full geographical coverage at both Headquarters and Country level. All countries were assessed as a part of the desk review, with four countries – Jordan, Kyrgyzstan, Russian Federation and Viet Nam selected for in-depth analysis and field visits for meetings with the Project partners, stakeholders and beneficiaries. The evaluation was conducted from 05 November to 19 December 2018, with draft evaluation report submitted to the ILO on 4 January 2019 for revision and dissemination among key stakeholders.

The goal of the Mid-term Evaluation is to review the project performance and enhance learning within the ILO and among stakeholders. In particular, the evaluation serves three purposes:

- i. Give an independent assessment of progress to date of the Project across three outcomes, assessing performance as per targets and indicators of achievements at output level, strategies and implementing modalities chosen, partnership agreements, constraints and opportunities in Project Countries;

- ii. Provide strategic and operational recommendations as well as highlight lessons to improve performance and delivery of results;
- iii. Assess relevance of the sustainability strategy, its progress, and potential for achievement and identifying the processes to be continued by stakeholders

The Mid-Term Evaluation will serve the following clients’ groups: Project Advisory Committee, Project National Steering Committees, ILO Employment / Skills, ILO DWT/CO-Moscow, ILO DWT-Beirut / CO - Jordan, ILO DWT-Bangkok / CO- Vietnam.

Evaluation’s methodology

The evaluation applied a mixed-method approach, with the main focus being on the qualitative techniques, including quantitative data obtained through the review of the project documents and reports, monitoring matrices and survey feedback results of the participants of the workshops. The primary data was collected directly from the stakeholders through interviews conducted via Skype and in person, focus group discussions, site visits in Viet Nam, Jordan, Krasnoyarsk and Khabarovsk regions in the Russian Federation as well as observations during the Sub-Regional Workshop in Bishkek on November 15-16, 2018. Project reports and documents, including evaluation reports, from the first phase of the project as well as key policy papers and country strategic plans and research reports were analysed as secondary data sources.

Evaluation findings

Relevance and strategic fit: *Strategic fit and relevance of the project has been rated as high by key stakeholders and constituents from all countries. The project is well-aligned with the countries’ national and regional priorities, strategies and plans, the ILO and other international development assistance programmes as well as the Sustainable Development Goals (SDGs) 4, 5, 8, and 17.*

The project focuses on “strengthening National, Regional and Sectoral Skills

Development policies and systems to improve employability”, and this focus remains highly relevant for all countries, despite existing differences and specific needs in the reforms. The project has been consistent in developing and implementing the interventions addressing specific needs of key project beneficiaries: Governments, Technical and Vocational Education Training (TVET) Institutions and Administrations, Employers and the business sector, Trade Unions as well as expert organizations, e.g. Federal Institute of Development Education (Russia). For example, while the need to revise and align National Skills Development policies and strategies with the requirements of the G20 Training Strategy, international HRD policy instruments, and the UN 2030 SDGs are addressed in all countries, the needs in strengthening capacities of the skills training systems are addressed in a differentiated way, taking into account national and sub-regional contexts. In Viet Nam, for example, the priority is given to the development and application of the assessment tools for Front Desk and Housekeeping in Tourism and Hospitality sector, which corresponds to the country’s need to harmonize occupational standards in line with the ASEAN standards and common ASEAN guidelines on quality and recognition of qualifications. At the same time, in Jordan, the priority is given to setting up and operating Sectoral Skills Councils as a specific mechanism of sectoral TVET governance. In terms of alignment with the ILO programmes, the project fits well with other ILO programmes being implemented in the project countries. Its objectives and outputs are aligned with the Decent Work Country Programs (DWCP) of participating countries in the areas of employment creation, skill development and promotion of social dialogue (where the DWCPs are in place). The Project is well aligned with the National Development Frameworks, Sustainable Development Programmes and other UN programmes of Cooperation in the project countries.

Validity of design: *Project design, results framework and indicators are valid and responsive to the emerging concerns. However, some modifications for the indicators/targets*

could be made to better capture project progress, especially outcome level, gender equality and non-discrimination.

The evaluation confirmed the appropriateness and validity of the project design and its results frameworks, given the expectations of the ILO and the Donor, as well as taking into account present day needs of key stakeholders and beneficiaries in the project countries. The special observation regarding the Immediate Objective 3 revealed that at present, it is formulated rather as an activity than a development result, and is not fully integrated in the overall development context. Since the project theory of change and its underlying logic explicitly states the need for improved knowledge sharing and transfer of best tools and technologies, the Immediate Objective 3 could be reformulated in line with the anticipated development results and linked to the broader development goal (such as of support to knowledge and tools sharing and disseminating of good practices). The evaluation revealed that in some cases the assumptions and risks are not explicitly formulated in the Risk Matrix. Introduction of complementary indicators at outcome level will be helpful to document project progress and report on results.

Effectiveness: *At present, the project shows quite good progress thanks to effective project management arrangements, ILO and SKOLKOVO technical capacities and high relevance/fit to specific national contexts and environments. The project has rather modest results in advancing gender equality and human rights. At the same time, the project shows high effectiveness on advancing international labour standards. In terms of strengthening social dialogue, the project shows good performance on cooperation with businesses and employers in Viet Nam and Jordan. For the CIS countries, performance on capacity development for the employers and businesses could be improved. The project has high potential of achieving its planned results at output and outcome levels if, at least four to six months’ project extension is granted.*

The actual implementation of activities at country level started on July 01, 2017, following the formal approval of the Project Document at the first session of the Project Advisory Committee held on June 30, 2017. The project shows quite high potential to achieve its planned long and mid-term outcomes, if extra four to six months is allocated for proper implementation for pilot activities planned under the Outputs 1 and 2 in CIS countries, Jordan and Viet Nam, including gender sensitive Outputs as well as completion of all activities under the Outcome 3 in Russia. The results of the mid-term evaluation confirm that the project was quite effective in finding the right balance between flexibility in addressing the emerging needs of the stakeholders and keeping strategic focus on key priorities and measurable outcomes.

Efficiency of resource use: *To date, the project resource utilization has proved to be efficient, including resource allocation across outputs. Human (project staff and external collaborators) and budget resources have been allocated and used efficiently and strategically to achieve the expected results. In terms of time allocation and use, the original project work plan is not followed due to some delay with the actual start of implementation and external risks faced by the project, which remain outside its control.*

On budget allocation, the details of analysis of the total project costs confirm efficiency in cost distribution among project staff, consultants, travel and office and operations. In terms of regional distribution, the budget was allocated in a balanced way, reflecting strategic priorities and local implementation costs of the project. In terms of budget utilization, as of today, current actual utilization rate on a global level is 42%, with additional 22% in encumbrances and an available balance of 36%. No over expenditures at activity, output and outcome levels have been recorded. Thematic expertise, including technical back stopping support in the project countries from the side of the Project Management team has also been efficient.

In terms of time allocation and use, the original project work plan is not followed due to some delay with the actual start of implementation. The highest external risk faced by the project relates to the shifts in the governmental structures in Armenia. The project shows some delay of delivery on outputs related to the piloting of new tools and models. More attention should be paid to implementation of the Output 1.4 and SKOLKOVO component in Jordan, Viet Nam and Armenia. To accelerate the efficiency of the deliverables, at least four-six months' project extension can be considered, after budget/work plan revision is conducted by the Project Team in consultation with the project National Steering Committees.

Impact orientation: *Government institutions fully support the initiatives undertaken by the project, and all ILO Constituents have been involved in the implementation of the project. The project shows high potential of achieving significant long-term results at the economic and social level if all planned activities are implemented; its results analysed and proper exit strategies are formulated and implemented.*

The governments in the project countries acknowledge the strategic importance of the reform in skill development systems. Its high impact orientation of the project has been secured by the strategies adopted by the project. Since the project has been evaluated after a year and a half period since the beginning of its implementation, identification of the significant change/effects produced so far is a bit premature. Still, during the field visits and interviews with key project stakeholders it was possible to identify several developments which have strong potential to bring systemic effects and contribute to significant changes on economic and social levels. These examples include creation of Interagency Technical Working Groups approved by the relevant Ministries to support development of the strategic plans for TVET education in Armenia, Kyrgyzstan, Tajikistan; adoption of the Decree for three Sectoral Skills Councils in Jordan; involving of the employers in piloting new methodologies for demand/supply analysis for specific sectors of labour market in Kyrgyzstan,

successful engagement with the employers from Tourism and Hospitality Sector on pilot development and testing new skill assessment tools in Viet Nam (which will be further used for refining national occupational standards).

Project sustainability: *The project has been effective in securing national ownership of the project results. Participatory and needs-based approach adopted by the project allows the results of the project to be sustained after its end. To enhance the sustainability of the project and strengthen the uptake of the project outcomes by the national stakeholders, at least four-six months' project extension should be allowed to complete all project activities, to reflect upon its results and secure proper handover to the national counterparts' key achievements of the project.*

Conclusions

The Project, Applying the G20 Training Strategy, a Partnership of the ILO and the Russian Federation, Phase 2, is continuing the implementation of the G20 Training Strategy: A Skilled Workforce for Strong, Sustainable and Balanced Growth in the Project Countries. Phase 2 continues to target five countries that benefitted from the technical support during Phase 1, Armenia, Kyrgyzstan and Tajikistan, Jordan in the Middle East and Viet Nam in Asia and expanded to include five regions in Russia. The evaluation exercise covered the Project's implementation from the Project's start in December, 2016 until the last monitoring and evaluation (M&E) mission was made – 19 December, 2018 and revealed that overall, achievement of the planned milestones is about 70% up to date. The actual implementation of activities at the country level started on July 01, 2017, following the formal approval of the Project Document at the first session of the Project Advisory Committee held on June 30, 2017¹.

The capacity building strategy of the Project measured by the success indicator that by the end of the Project (30 November 2019) over

1,460 participants will be involved in training events and pilots of the Project, including at least 30% females is well on track. By the mid-term of the Project, 50% of this target was achieved - more than 750 persons trained, out of which 36% are women. The most significant change of the Project at the Policy level – the alignment of National Skills Development policies and strategies and related performance indicators with requirements of international HRD policy instruments and the UN 2030 SDGs - has very high prospects of being achieved. The knowledge products developed by the Project, technical assistance to the policy makers and the capacity building activities have resulted in the firm willingness of the governments in the project countries to enhance national strategies, policies, legislations and educational standards in line with the requirements of the international HRD policy instruments and the 2030 Developmental Agenda.

As revealed by the evaluation, the sustainability of the Project has been supported by the high level degree of the ownership achieved through dialogue and close engagement with key national stakeholders (governments, TVET institutions and employers). All project activities in the Russia, Kyrgyzstan, Tajikistan, Armenia, Jordan and Viet Nam demonstrate well-thought and good accordance to the national and regional policies. National ownership is the principal for the Steering Committees, Technical Working Groups, Sectoral Skills Councils and other technical cooperation structures and well-embedded in the national institutions through special decrees (Jordan), Ministerial order (Kyrgyzstan) and/or special decisions of Ministry of Labour. The sustainability of project initiatives is also built on the alignment to the National Strategies of Human Development of participant countries, synergy of the Project with the interventions of different donors in the participant countries (Asian Development Bank in Kyrgyzstan, GIZ and EBRD in Jordan, GIZ in Viet Nam).

¹ Fully-fledged project document was submitted to the members of the PAC on May 11, 2017 and approved at the first PAC meeting on June 30, 2017.

It was confirmed by this evaluation exercise that Phase 2 of the Project was developed based on the results and the lessons learned from the first phase. Recommendations made in the independent evaluation of the first phase of the Project were taken into account. In particular, all key stakeholders from participant countries were involved in the overall project design. Key stakeholders were also involved in this Mid-Term Evaluation exercise and the conclusions are based on the extensive data collection field work (75 interviews, 3 group discussions and 3 site observations) to verify the information presented in the Project's documentation (more than 60 documents studied at the desk review phase). Women constituted 43% of the key informants interviewed, thus we can conclude that presented conclusions do take into account women's voices and opinions at quite high extent. As for the affiliation, the largest group of the key informants (30%) represented government institutions, followed by the ILO team (18%), employers (14%), TVET institutions (12%) and Trade Unions (7%) – which also demonstrate quite balanced share of key stakeholders.

The Project has demonstrated quite modest results in advancements in gender equality. As of now the data is collected on indicators relating to the ratio of female-to-male participation or representation. Equal participation and representation are supporting factors for achieving gender equality but alone are insufficient. Gender equality is more qualitative in nature and more oriented at outcomes of policies, processes, and interventions. Adequate indicators for gender equality therefore should focus on the substance and the quality of outcomes.

Lessons Learned

1. The absence of a Gender-Mainstreaming Strategy at the Project Design stage results in rather poor gender-performance at the implementation stage (delivery on outputs).

2. The absence of specific indicators targeting the needs of vulnerable groups at the Project Design results in a risk of neglecting their rights at the policy and service delivery levels which in turn may halt the achievement of the Project's development objective: to promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth.
3. Poor coordination with ACTEMP at the Project Design and implementation stage resulted in poor integration of the needs of the employers to enhance their capacity in social dialogue.
4. While the Donor commitment was confirmed on December 5, 2016, through the signing of the Agreement between the Russian Federation and ILO, similar to the first phase, the actual implementation of the activities was delayed due to prolonged coordination of the final project document and obtaining approval from the High Level Project Advisory Committee.

Recommendations

When analyzing data collected during desk review, field visits and in formulating the evaluation recommendations, the evaluation team applied a utilization-focused approach.² This aims to develop recommendations, which will be realistic, feasible and support the ILO project team in making informed decisions about the project implementation to improve impact, increase sustainability of results as well as produce evidence on emerging good practices and lessons learnt for future interventions.

The following eleven recommendations are considered as high priority for the project and suggested for consideration and implementation within the remaining timeframe of the project:

1. **To ensure that the MTE results are shared and discussed with the stakeholders.** The ILO Project Management Team, with support from the National Project

² Utilization-Focused Evaluation. URL:
<https://www.betterevaluation.org/it/node/779>

Coordinators should ensure that the results of the mid-term evaluation are shared and discussed with the national stakeholders and partners in all countries, to inform project implementation and support decision making on project extension;

2. **To conduct thorough internal review and assessment of the workplans and budgets to inform a decision on project extension.** The ILO Project Management Team, with support from the National Project Coordinators should carefully review current status of implementation of the activities which are delayed and consider at least four to six months' project extension, to enhance impact, secure full completion of pilots and reinforcing of the good results obtained so far, consolidate best practices and lessons learnt and increase visibility of the project results;
3. **To enhance project visibility and external public communication to promote project results and donor's visibility at national and global levels.** The ILO Project Management Team, with support from the National Project Coordinators should revise and update Communication Plan, on both global and national levels. In addition to using traditional mass media sources, project website, promotional tools developed with the support of the project (SKOLKOVO, Russian TVET institutions in the regions, DVET in Viet Nam), the ILO social media accounts (Facebook, Twitter, Youtube, etc.) as well as the Global Public Private Knowledge Sharing Platform³ should be used to promote the results of the project and to raise awareness on the ongoing reforms;
4. **To develop a Gender Mainstreaming Strategy for the Project.** The ILO Project Team should develop gender mainstreaming strategy, taking into account The ILO Strategic Plan for 2018-21 and ILO Action Plan for Gender Equality 2018-21 (2018). The participatory methodology could be sourced from the Manual for Gender Audit Facilitators (2nd Edition, 2012 Geneva, ILO) to drive the

participatory process involving project's stakeholders. The expertise of ILO Gender, Equality and Diversity branch (GED) would be beneficial and introduce at least one gender-relevant topic in each Project's events and/or activity. Capacity building activities for Project staff and its constituents on integrating a gender-sensitive approach in policy development, programming and implementation including Gender Sensitive Budgeting are highly recommended;

5. **To develop a Non-Discrimination Strategy for the Project.** The ILO Project Team should conduct Gender, Human Rights and Non-Discrimination Analysis in skills and employment sector in the Project's participant countries and develop a Non-Discrimination Strategy. The ILO's 2014–2017 Disability Inclusion Action Plan could be used as the base to develop the Project's Non-Discrimination Strategy as the disability issues remain quite challenging in project's countries and the G20 strategy calls on ensuring broad access to training opportunities for workers with disabilities. As a part of implementation of the Non-Discrimination Strategy, Project Team should commission policy analysis in this area, resulting in development of the guidelines for policy-makers and TVET practitioners on developing gender-sensitive and inclusive policies and programs to better address needs of those groups facing the greatest barriers to finding or remaining in employment;
6. **To improve project design, data collection and reporting, especially on outcomes.** The ILO Project Team should make use of the recommendations developed by the Evaluability Assessment, Mid-Term Review and update project M&E tools and progress reporting templates. In particular, consider the following measures: a) developing specific indicators on vulnerable groups of youth into the Project Design in coordination with social partners; b) developing additional complementary indicators to capture progress on immediate objectives levels; c) introduce

³ <https://www.skillsforemployment.org/KSP/en/index.htm>

- gender disaggregated data to project progress report on global level; d) adding sections on project progress on gender mainstreaming, inclusion and support to achieving the SDGs in project progress reports;
7. **To continue the active promotion and dissemination of the knowledge products and tools developed by the project.** The ILO Project Team should include representatives of the sub-regional intergovernmental organizations working on the Eurasian Economic Union and CIS levels (such as Inter-Parliamentary Assembly CIS, CIS Executive Committee, Eurasian Economic Commission) as well as expert organizations like Russian International Affairs Council (RIAC) in the list of the project stakeholders directly benefitting from the Project knowledge products and capacity development activities;
 8. **To organize capacity development activities for the social partners, in particular, employers in the CIS region, and continue conducting such activities for the workers.** The ILO Project Team, should organize capacity development activities aimed at enhancing knowledge and skills of the social partners, with particular attention to the needs of employers in the CIS countries to successfully engage in the social dialogue, to enhance their skills in developing research tools, conducting surveys, developing policy proposals based on empiric research and engage in advocacy effort to promote their policy proposals, and continue conducting such activities for workers. Cooperation with ACT/EMP and ACTRAV should be enhanced;
 9. **To complement the ongoing continued effort on promoting the visibility of the Project and organize a final global high visibility event with participation of the stakeholders from all countries.** The ILO Project Team, with support from the National Project Coordinators should organize a final global level event to discuss the results of project implementation, present good practices and lessons learnt on a global level and develop recommendations to inform future initiatives;
 10. **To organize one final event on the national level for the stakeholders from Russian regions.** SKOLKOVO should enhance peer-to-peer learning, experience sharing and identifying best practices, government representatives, TVET managers and employers from the Russian regions should be brought together, to discuss the results of project implementation, lessons learnt, disseminate the information and develop recommendations to inform TVET reform in other regions of Russia;
 11. **To involve social partners in project implementation in the regions of the Russian Federation.** SKOLKOVO should discuss and identify the opportunities for more active collaboration with the Russian Union of the Industrialists and Entrepreneurs (RSPP), Federation of Independent Trade Unions of Russia (FNPR) and Confederation of Labour of Russia (KTR) in implementation of activities in the regions of the Russian Federation, to see how the potential of the Union could be utilized.
- In addition, five medium priority recommendations were developed and can be found in the Recommendations section of this report.

1. INTRODUCTION

Current evaluation exercise is an independent Mid-Term Evaluation (MTE) of the project “Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation, Phase 2”. The goal of this Mid-term Evaluation is to review the project performance and enhance learning within the ILO and among stakeholders. The exercise is conducted in line with the ILO Evaluation Principles⁴ and the UN Norms and Standards for Evaluation⁵ which require to undertake an independent review of the project in approximately one year and a half since the start of its implementation, to analyze whether the project is on-track, what problems or challenges the project is encountering, and what corrective actions are required. The evaluation serves three primary purposes:

- i. Give an independent assessment of progress to date of the Project across three outcomes, assessing performance as per targets and indicators of achievements at output level, strategies and implementing modalities chosen, partnership agreements, constraints and opportunities in Project Countries;
- ii. Provide strategic and operational recommendations as well as highlight lessons to improve performance and delivery of results;
- iii. Assess relevance of the sustainability strategy, its progress, and potential for achievement and identifying the processes to be continued by stakeholders

The mid-term evaluation assesses the project performance to date (in terms of relevance, effectiveness and efficiency), and determines the likelihood of the project achieving its intended outcomes and impacts, including their impact and sustainability. In addition, the evaluation integrates gender equality, disability inclusion and other non-discrimination issues as a cross-cutting concern throughout its methodology, analysis and deliverables⁶.

The evaluation covers the duration of the Project since its start on 5th December 2016 until 20th December 2018 and its full geographical coverage at both Headquarters and Country level. The evaluation targeted all outcomes of the project, with particular attention to coherence and synergies across its components. All countries were assessed as part of the desk review, with four countries – Jordan, Kyrgyzstan, Russian Federation and Viet Nam - selected for in-depth analysis and field visits for meetings with the Project partners, stakeholders and beneficiaries. The evaluation was conducted in the time period from 05 November to 19 December 2018, with the final evaluation report submitted to the ILO on 25 January 2019.

The findings of the evaluations and its recommendations will be used by the Project team to align the implementation of the second half of the project and to enhance the impact and sustainability of its results.

2. CONTEXT AND BACKGROUND

The project “Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation,” Phase 2 (the Project), is a 36-month, US\$12 million second phase initiative, funded by the Russian Federation and implemented by the International Labour Organization (ILO). The Project aims to strengthen the capacity of relevant governments, Employers’ and Workers’ organizations (Social Partners),

⁴ ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations. 2012. URL: https://www.ilo.org/wcmsp5/groups/public/---ed_mas/---eval/documents/publication/wcms_168289.pdf

⁵ Norms and Standards for Evaluation (2016). URL: <http://www.uneval.org/document/detail/1914>

⁶ Gender concerns were addressed in accordance with the ILO Guidance note 4, “Integrating gender in monitoring and evaluation of projects”.

competent bodies, sectoral organizations and stakeholders to review, develop and implement changes in National and Sectoral Skills Development Systems in the six (6) participant countries (Project Countries).

2.1 Brief outline of project context in participating countries

The five countries that benefitted from technical support during the Phase 2 of the Project are: Russia, Armenia, Kyrgyzstan and Tajikistan, within the Commonwealth Independent States (CIS) block of countries, Jordan in the Middle East and Viet Nam in Asia. Out of them only Russia is the member of G20 countries and the international donor providing aid to other countries. According to UN DESA classification, all four CIS countries fall into category “Economies in transition”, while Vietnam and Jordan fall into “Developing Economies”⁷.

Within the block of CIS countries, Armenia, Russia, Kyrgyzstan are the members of Eurasian Economic Union (EAEU) while Tajikistan has not joined this integration⁸. All CIS countries enjoy visa free regime but participation in EAEU provides the opportunity for countries for free flow of goods and services, capital and labour force. It is a great advantage for such member countries as Kyrgyzstan and Armenia because their citizens do not need work permit to work in Russia. Kyrgyzstan, Armenia and Tajikistan have also high volume of trade with Russia with large share of export and import.⁹

Russian Federation

Russia is a member of Group of Twenty (G20) and the international donor providing aid for development. It comes into top 10 countries in the world by population (about 144 million). Market reforms in the 1990s privatized much of Russian industry and agriculture. Russia's vast geography is an important determinant of its economy. Russia contains over 30 percent of the world's natural resources making it's the leading exporter of gas and oil. After years of reforms and economic recessions the country managed to demonstrate economic growth. In 2018 average 5 percent unemployment rate was registered¹⁰. However, it varies in different regions (the highest rate is in the North Caucasuses region, the lowest is in the Far East region).

The TVET sector in Russia includes 4,444 of public providers (1,719 institutions delivering primary vocational education and 2,725 of secondary vocational education), over 210 Higher Education (HE) institutions carry out vocational education and training programs. In the last decade, there has been a continuing trend of diminishing TVET enrolments and a corresponding increase of the HE enrolments. Responsibilities for managing and funding the public TVET providers were devolved in 2010-2012 to regional administration resulting in the reduced role of the federal budget in the consolidated TVET budget from almost 40% to 26.5%. Given that fact managing and assuring quality of vocational education, a further focus on strengthening of regional TVET systems in Russia, envisaged by activities of the Project (see Project Objective 3) is justified. Russia has adopted the competency-based approach to skills training and assessment and is engaged in the development of occupational standards and competency-based methods of qualifications assessment.

Jordan

Jordan is located in the Middle East sharing borders with Syria, Iraq, Saudi Arabia, Israel and the West Bank. Jordan is a current member of the League of Arab States (LAS). The global economic crisis and revolts across the Middle East since 2011, have left Jordan with serious economic, social and political challenges.

⁷ <https://www.un.org/development/desa/publications/wesp-2018.html>

⁸ <http://www.eaeunion.org>

⁹ Armenia – 20,9% from total export and 30,8% from total import (2016), Kyrgyzstan – 10,2% from total export and 20,8% from total import (2016), Tajikistan – 20,1% from total import (2016). Source: UN STAT

¹⁰ <http://pubdocs.worldbank.org/en/673631543924406524/RER-40-English.pdf>

The country is facing low economic growth rates, high public debt levels, a widening budget deficit, high rate of unemployment (up to 18 per cent)¹¹. Over the past decade, Jordan has pursued structural reforms in education, health, as well as privatization and liberalization. Syria and Iraq crises remain the biggest concern affecting Jordan's economy. According to the 2015 census conducted by Jordan's Department of Statistics, the population is 9.5 million while Syrian refugees are more than 1.3 million. Unprecedented refugee influx, disrupted trade routes, lower investments and tourism inflows hamper economic development¹². In February 2016, the Jordan Compact was signed at a high-level conference in London with the ambition to "turn the Syrian refugee crisis into a development opportunity"¹³. It envisages a new approach to deal with the Syrian crisis and attract new investments by opening up to the European Union (EU) market under simplified rules of origin, and create new jobs, improve access to education (school and training) as well as decent work opportunities. Eighteen pre-identified Development Zones with the opportunity to export products to the EU markets with no tariffs or quotas were established and a number of direct and indirect jobs is to be created for the unemployed Syrian refugees and Jordanians. Jordan's GDP was 40,068.31 USD in 2017¹⁴ and it falls under Upper-middle income country category.

Jordanian policy emphasizes strengthening its education and training provision, including TVET provision, improving its quality and making it more relevant to the needs of industry. This policy approach is endorsed by employers' and workers' organizations, the new Human Resources Strategy (HRD) 2016-2025 was launched in 2016 highlighted the creation of Centres of Excellence and the establishment of the "Model Skill Centres of Excellence (MSCoE)". The National Human Resource Development Strategy (HRD) 2016-2025 stresses that reforming the technical vocational education and training sector in Jordan is imperative. To achieve this objective, understanding the root cause of deficits in the TVET sectors is a crucial step towards addressing some fundamental challenges in the system itself. One main issue affecting the quality of T-VET in Jordan is the fragmentation of providers and lack of institutionalized involvement from social partners in policy making and governance affect quality, efficiency and effectiveness of the T-VET system. The sector is centralized and top-down, with vocational education, vocational training and technical education having bureaucratic systems that seldom work together to improve relevance, quality or efficiency.

Viet Nam

Viet Nam is located in Asia and is a current member of the Association of the Southeast Asian Nations (ASEAN) since 1995. Economic and political reforms launched in 1986 resulted in rapid economic growth and transformed Vietnam from one of the world's poorest nations to a lower middle-income country. Its population is about 95,5 million. Currently it is recognized as one of the fastest emerging countries in the Southeast Asia¹⁵. Over the past 30 years it experienced significant shifts of employment away from agriculture toward manufacturing and services, away from household enterprises toward registered and regulated businesses, and away from state-owned enterprises toward private firms.¹⁶ In 2017, Vietnam's GDP was 223,864.00 USD¹⁷ and it is the largest economy after Russia if comparing all participant countries of the Project. Vietnam's economy is performing well, propelled by the sustained global recovery and continued domestic reforms. Robust growth is boosting job creation and income growth, leading to broad-based welfare gains and poverty reduction.

In 2015 only 51.64% of 53.98 million of local workers were trained (only 20.3% of them hold certificates). The linkage between supply and demand on the labour market is limited. The capacity of the majority of TVET institutions is under requirement to provide capable graduate responding to the demand of

¹¹ Jordan Economic Outlook. April 2018. URL: <https://www.worldbank.org/en/country/jordan/publication/economic-outlook-april-2018>

¹² World Bank in Jordan. URL: <http://www.worldbank.org/en/country/jordan/overview>

¹³ <https://www.odi.org/sites/odi.org.uk/files/resource-documents/12058.pdf>

¹⁴ World Bank

¹⁵ https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-hanoi/documents/publication/wcms_626102.pdf

¹⁶ Vietnam's Labor Market Institutions, Regulations and Interventions, Policy Research working paper, World Bank, 2016

¹⁷ World Bank data

employers. TVET improvement as one of the priorities in human resources development of Viet Nam. The key process is as follows: the state agencies decide requirements on basic standards such as vocational skills standards, sectoral outcome skill standards, meanwhile and TVET institutions are given more autonomy in developing programs that meet the requirements of occupational skills. The Vocational Education Law sets out new issues in improving the whole TVET training system in Viet Nam, from the state policy level to the TVET schools level. To implement the new TVET Law, Viet Nam is now developing "National scheme on renovating and improving the quality of vocational education for 2017-2020 and orientation to 2025". The development of Viet Nam calls for major reforms in TVET in order to create a new resource for long-term growth in the country.

Armenia

Armenia is a lower middle-income country with population of 3 million and an estimated GDP per capita of 3,898 USD. Remittances from migrant workers oriented mainly to the Russian Federation and normally contribute significantly to the Armenian economy, decreased in 2015 as the Russian economy entered a recession severely reducing domestic demand. Economic development of Armenia has recently shifted from agriculture and industry to services. This was reflected in changing proportions of employment. The effect of the global economic crisis on poverty in Armenia has been dramatic: the national poverty rate increased from 27.6% in 2008 to 35.9% in 2009 but was down to 30% in 2014. The unemployment rate in 2018 was 15,5 per cent¹⁸. Informal employment remains very high. The largest number of people informally employed is in the construction and trade and services sectors – 55% and 29% respectively¹⁹. The EU-Armenia Comprehensive and Enhanced Partnership Agreement (CEPA) signed in November 2017 aimed to provide better investment climate. The focus on skill system development is remaining highly relevant to ensure economic growth.

Armenia has 44 primary vocational schools with the total enrolment of only 6,900 students (with some 3,000 graduates per year), as well as 97 secondary vocational schools with over 8,000 of graduates per year. Armenia does not apply qualifications levels for trades and does not have distinct specifications for Diploma-level programs. Nevertheless, the Republican Union of Employers advised that occupational standards have been developed for 130 occupations; however, such standards are not yet compulsory for implementation in TVET institutions. The National Qualifications Framework (NQF) was approved but not applied in practice. So far, the expansion of the priority economic sectors has been supported by the business tax-relax measures rather than through professionalization of work processes and introduction of standards for competent work performance. Currently national skills development system is marked with the shortage of skilled jobs in the country, the outgoing migration, a slight increase of TVET enrolments, very considerable mismatches between the supply of skilled workforce, etc. The Ministry of Labour and Social Affairs (MoLSA), the TVET Department of Ministry of Education and Science and other important stakeholders are working on National TVET development strategy.

Kyrgyzstan

The population of this post-soviet country is about 6 million. According to the National Statistics Committee of Kyrgyzstan the official rate of unemployment in 2018 was 7 per cent²⁰. The Kyrgyz Republic is a lower-middle-income country with the population around 6 million. The country has experienced instability since independence in 1991. Corruption and nepotism were major stress factors underlying political and social upheavals in 2005 and 2010. To prevent the concentration of power, a parliamentary constitution with elaborate checks and balances was adopted in late 2010, making the Kyrgyz Republic the only Central Asian country in which the president is limited to a single term. The economy is vulnerable

¹⁸ <https://tradingeconomics.com/armenia/unemployment-rate?embed>

¹⁹ Armenia Country Strategy Paper 2017-20 2018

https://www.etf.europa.eu/sites/default/files/m/83EAA920435EEEFEC125821F005351CE_CSP%202017-2020%20Armenia_Updates%202018.pdf

²⁰ For more detail see URL: <http://www.stat.kg/ru/statistics/zanyatost/>

to external shocks owing to its reliance on one gold mine, Kumtor, which accounts for about 10% of GDP, and on worker remittances, equivalent to about 27% of GDP in 2017. To realize the country's potential, economic activities need to be diversified through increased private sector development and improved occupational skills and productivity in the young labor force.

Over 170,000 of young school graduates from Grade 9, 10 and 11 in Kyrgyzstan enter the employment market annually. Almost 80% of the employed in the rural areas are in the informal employment which is supporting the very low professional requirements and service standards accompanied by low income and low quality of jobs. The Skills Development system in Kyrgyzstan involves the primary vocational education system administered by the dedicated Agency for Primary Vocational Education (APVE) which administers some 100 lyceums. The system of secondary vocational education involving over 130 colleges is administered separately by a department of the Ministry of Education and Science. While all the lyceums are public, out of 130 colleges only 27 establishments are public. Some 38 public colleges are "self-financed" which receive no public budgets at all. This structure of secondary TVET institutions determines the very low manageability of colleges and constraints for introducing reforms. The recent government decision to integrate both systems under the Ministry of Education and Science offers an opportunity for rationalization of the national Skills Development system.

Tajikistan

Tajikistan is a low-income, mountainous country with an economy dominated by minerals extraction, metals processing, agriculture, and reliance on remittances from citizens working abroad (mainly in the Russian Federation and Kazakhstan). The population is up to 9 million. The 1992-97 civil war followed after the USSR collapse severely damaged economic infrastructure and caused a sharp decline in industrial and agricultural production. Today, Tajikistan has one of the lowest per capita GDPs among the former Soviet republics. Industry consists mainly of small obsolete factories in food processing and light industry, substantial hydropower facilities, and a large aluminum plant - currently operating well below its capacity. More than one million Tajik citizens work abroad - roughly 90% in Russia - supporting families back home through remittances that in 2014 were equivalent to nearly 50% of GDP²¹.

The TVET system of Tajikistan is expected to contribute to job creation in both urban and rural areas across industry and services sectors. Currently the country's network of TVET providers comprises mainly public institutions including 63 lyceums (primary VET) and 49 technical colleges (secondary VET). There are also 30 adult learning centers with 40 branches in districts under the Ministry of Labour, Migration and Employment of Population. The National Adult Training Center in the capital serves as the resource center. The key problem remains an ineffective engagement of private sector partners in TVET, as well as the lack of competent instructors. Most TVET institutions have obsolete and inadequate equipment, dilapidated school buildings, etc. In 2014, the total enrolment in 63 lyceums in 2014 was 21,600 students, of whom only 18% were females.

2.2. Project context

During Russia's Presidency of the G20 in 2013, Human Resources Development (HRD) was identified as a main objective of its Development Working Group. The Project, Applying the G20 Training Strategy, a partnership of the ILO and the Russian Federation, Phase 2, is continuing the implementation of the G20 Training Strategy: A Skilled Workforce for Strong, Sustainable and Balanced Growth in the Project Countries. The G20 Training Strategy underlines the need for identification of employers' demand for skilled workforce and developing a mechanism for planning of enrolments in Skills Development institutions.

²¹ For more details, see World Bank in Tajikistan. URL: <https://www.worldbank.org/en/country/tajikistan/overview>

The ILO is implementing the Phase 2 of the Project, 2017-19, with a budget of USD12 million, which continues to contribute to meeting the Russian government's commitment to the G20 Development Working Group on HRD. Phase 2 continues to target the five countries that benefitted from technical support during Phase 1, Armenia, Kyrgyzstan and Tajikistan, within the Commonwealth Independent States (CIS) block of countries, as well as Jordan in the Middle East and Viet Nam in Asia and expanded to include five regions in the Russian Federation, Amur, Arkhangelsk, Khabarovsk, Krasnoyarsk, and Sakha-Yakutia.

The Project aims to further strengthen skills and employability development systems and address priorities identified in consultation with key stakeholders in each of the Project Countries. Phase 1 of the Project was concluded in November 2015, where the foundation was laid for several initiatives to foster strengthened Skills Development Systems, develop and test tools and facilitate knowledge-sharing on HRD issues.

Phase 2 of the Project is intended to continue the support for implementing the G20 commitments on HRD agreed at the Leaders' Summit in September 2013, namely: 1) to enhance national capacities to meet labour market needs, and 2) to develop regional and international cooperation for training. These objectives include assistance for low-income and middle-income countries to assess their Skills Development needs and build up national capacity in delivering quality training, including through inclusion in training programmes of specific components raising participants' awareness and equipping them with the knowledge and practical skills that would allow them to pay special attention to those groups facing the greatest barriers to finding or remaining in employment such as youth, women, long-term unemployed, low skilled workers, single parents, people with disabilities and older workers.

Skills Development has been identified as a priority in the Decent Work Country Programmes (DWCPs) in Armenia, Jordan, Tajikistan and Viet Nam. Within the ILO's Programme and Budget planning framework 2018-19, the Project aims to contribute to the achievement of results under "Outcome 1, more and better jobs for inclusive growth and improved youth employment prospects." It is anticipated that National Skills Development Systems will become more responsive to labour market changes in order to reduce the risk of mismatches.

2.3 Project objectives, outcomes and results achieved

The Project Development Objective is to strengthen National Skills Development Systems, policies and strategies so as to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth.

At the end of Phase 2, the Project expects to achieve the following outcomes:

Immediate Objective 1: To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities.

Immediate Objective 2: To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments.

Immediate Objective 3: To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions of the Russian Federation, and in selected Project Countries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts.

Given the focus of the Project on “strengthening National and Regional Skills Development policies and systems to improve employability” in the Project Countries, each with different levels of economic and social development and with different needs for strengthening their skills systems, the Project aims to develop and apply knowledge, skills and tools for broad areas of common interest, which have been identified during the inception phase.

The governance structure of the Project involves three levels- global, national and technical. At its highest level, the project is governed by the High-level Project Advisory Committee (PAC) which provides overall guidance and advice to the Project. Its composition includes representatives from the Russian Federations’ Ministry of Education and Science, Ministry of Finance, Ministry of Labour and Social Protection, Ministry of Foreign Affairs, Russian Union of Industrialists and Entrepreneurs, Federation of Independent Trade Unions of Russia and Labor and Social Relations Academy (a Higher Education Institution of Trade Unions).

At the national level, National Project Steering Committees (NPSCs) in the participating countries, with tripartite representation, assume responsibility for reinforcing social dialogue, project implementation on the national level in line with the Project objectives. National Project Steering Committees also assist in creation of the Technical Thematic Working Groups (TT WGs) which are formed on the needs basis to address various issues of technical nature, to develop and propose solutions for project interventions. The Technical Thematic Working Groups include representatives of relevant Departments of the line Ministries’ involved in Skills Development, relevant technical agencies, TVET institutions, employers and trade unions as applicable in each country.

In terms of project management, the Project Management Team consists of a centralized Project Management Unit (PMU) based in Geneva, with National Project Coordinators in each of the participating countries (except Russian Federation). The PMU is managed by a Chief Technical Adviser, supported by a Project Programming Officer and a Technical Specialist, with administrative support by five Project Administrative and Finance staff (in Jordan, Viet Nam, Moscow and Geneva).

The Project Management team works in close cooperation with the ILO Offices in Moscow, Amman and Hanoi, with technical backstopping support provided by the Skills and Employability Branch in Geneva, the ILO Decent Work Support Teams (DWTs) in Moscow, Bangkok and Beirut. Additional support is also provided by the Workers’ and Employers’ Bureaus, ACTRAV and ACTEMP respectively. In the five regions of the Russian Federation, the project is implemented by the Moscow School of Management, (SKOLKOVO) under an Implementation Agreement. In addition, SKOLKOVO is participating in additional activities on transferring the improved training programme for TVET managers to the participant countries of the project and organizing its implementation.

As of 30th November 2018, implementation of 42 out of 65 activities is in progress on 13 Outputs. During this period, the Project has managed to reach several milestones on all three Outcomes as follows:

Under Immediate Objective One, on increasing capacities of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities:

- Three stock taking reports²² and two analytical methodologies²³ were developed, widely shared among stakeholders and discussed- which created a solid knowledge base for further capacity building interventions under this objective;
- A total of 345 (40% women) individuals improved their knowledge on alignment of strategic objectives and indicators with the international standards, methodologies and techniques for analysis of demand for skilled workforce and demand-driven planning of VET enrolment TVET enrolments and application of effective TVET governance systems on national and regional levels- as a result of participation in the national and sub-regional workshops organized in Armenia, Kyrgyzstan, Tajikistan and Russian Federation;
- Two pilot activities on practical application of skills in reviewing and reforming national and regional TVET systems were successfully completed in Kyrgyzstan. The first pilot activity focused on alignment of strategic objectives and performance indicators of the National TVET system development and resulted in the development of the policy proposal on TVET Strategic Development Plan and Performance Indicators. The second pilot aimed at improving the TVET governance at the regional level in Chuy region of the Kyrgyz Republic. As a result of the study of the occupational and qualification structure of the regional labour force, the proposal for improving regional TVET governance system was developed;
- Over 60 participants representing the Tripartite Delegations and experts from Armenia, Kyrgyzstan, Tajikistan and Russian Federation benefitted from participation in the sub-regional pilot completion workshop “Alignment of TVET Strategic Objectives and Performance Indicators in line with International HRD Policy Instruments” which was conducted in Kyrgyzstan in October 2018. Active discussion of the results of the pilot activity implemented in Kyrgyzstan allowed the participants from Armenia and Tajikistan to enhance their understanding of the approaches of TVET strategic planning in line with the international standards.

Under Immediate Objective 2, on strengthening skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments:

- Stock taking report on Development of Occupational Standards, Qualifications and Skills Assessment Instruments was produced and STED methodology revised, both knowledge products were used as analytical base for capacity building activities under this Objective;
- A total of 47 stakeholders acquired knowledge on application of the upgraded STED methodology, with 24 of them being able to further develop practical capacities to apply the upgraded STED methodology through conducting STED analytical research on livestock subsector in Agriculture in Viet Nam (focusing on pig farm managers). The results of the analysis were discussed by the national stakeholders and taken into consideration when making decision on further pilot activities within the Project;
- A total of 402 individual beneficiaries (40% women) acquired knowledge on adoption of good governance principles in TVET at the sectoral level, including establishment of Sector Skills Councils/bodies (SSCs), development of partnerships with private sector and applying competency-based (CBT) approach in developing occupational standards, assessment tools and training

²² The topics of the reports are: (1) Alignment of strategic objectives and performance indicators to the international HRD policy recommendations and experience G20 countries; (2) Analysis of market demand for skilled workforce and its application to Vocational Education and Training (VET) delivery planning; and (3) Governance of skills development at national, regional and sectoral levels.

²³ Methodology for analysis of short-term demand for skilled workforce and Methodology for analysis of supply of TVET graduates and for planning of enrolments in line with the identified demand of the labour market

programs – as a result of participation in the national workshops in Jordan and Viet Nam. The latest achievement on the policy level in this area is the adoption of the Decree for three Sectoral Skills Councils by the Government of Jordan;

- A total of 24 stakeholders from government, TVET institutions and private sectors are currently actively engaged in the development of the assessment tools for two occupations (Front Desk and Housekeeping) in Tourism & Hospitality sector in Viet Nam. The results of this pilot activity are expected to be finalised in 2019 and led to development of the national assessment tool to support for competitive based training curricular development;
- A total of 48 senior staff from TVET institutions and business cooperatives are actively engaged in pilot activity aiming to establish Public-Private Partnerships (PPP) in Tourism and Hospitality Sector for collaborating in enhancing training curricular for TVET institutions. The results of the pilot activity will be analysed in 2019 as a replicable model for TVET-Industry collaboration on development of the training programs for other sectors/occupations.

Under Immediate Objective 3, on upgrading and applying the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions and selected sectors of the Russian Federation, and in selected participant countries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts:

- Two SKOLKOVO training tools/programmes for TVET institutions - Skills Technology Foresight (STF) and Modular based TVET Manager retraining program “Managing the changes in the TVET system to strengthen regional economy” - were upgraded to meet the needs of TVET institution managers from the Russian regions and approved by Russian and international experts;²⁴
- The ‘Management of Training Institutions’ ITC/ILO Training Program has been reviewed and adapted by the Russian Federation’s Federal Institute of Educational Development (FIRO) and is being translated into Russian;
- A total of 355 TVET managers (40% women) improved their knowledge and gained practical skills in TVET Management as a result of the foresight/training sessions conducted on the basis of the upgraded above mentioned educational tools in Khabarovsk, Krasnoyarsk, Yakutsk, Moscow;
- First batch of 21 Russian-speaking trainees was trained at ITC/IL Training Programme on 22-26 October 2018 including 4 representatives from Armenia, 2 from Belorussia and 15 from Russian Federation;
- The project has been successful in advocating for institutionalising SKOLKOVO computer simulator educational tool developed at the national level, with Vietnam committing to introduce the programme in four regions with continued TOT support from the project. For Armenia, National Center of VET Development is being considered for transferring the educational tool at the national level.

The findings of the Mid-Term Evaluations and its recommendations are intended to be used by the following audience: Project Advisory Committee, Project National Steering Committees, ILO Employment/Skills, ILO DWT/CO-Moscow, ILO DWT-Beirut /CO - Jordan, ILO DWT-Bangkok / CO- Vietnam.

²⁴ Two upgraded programmes were presented and approved during the international expert workshop «Applying Innovative Approaches to Strengthening TVET Systems and Labor Markets Development» held by MSM SKOLKOVO, 23-24 October 2017

3. EVALUATION BACKGROUND

The findings of the Mid-Term Evaluation and its recommendations are intended to be used by the following audience: (1) the ILO Project Management Team, including Technical Specialists; (2) the ILO Project staff in the project countries; (3) Implementing Partner Moscow Management School SKOLKOVO; (3) the Donor; (4) Tripartite Constituents in the target countries; and (5) direct beneficiaries of the project, including national policy makers, practitioners and managers of TVET institutions.

3.1. Evaluation background

The goal of this independent mid-term evaluation is to review the project performance and enhance learning within the ILO and among stakeholders. In particular, this mid-term independent evaluation serves three main purposes:

- a) To **give** an independent assessment of progress to date of the Project across three outcomes, assessing performance as per targets and indicators of achievements at output level, strategies and implementing modalities chosen, partnership agreements, constraints and opportunities in Project Countries;
- b) To **provide** strategic and operational recommendations as well as highlight lessons to improve performance and delivery of results;
- c) To **assess** the relevance of the sustainability strategy, its progress, and potential for achievement and identifying the processes to be continued by stakeholders

This independent mid-term evaluation covers the duration of the Project since its inception phase in December 2016 until November 2018 and its full geographical coverage at both Headquarters and Country levels. It covers all outcomes of the project, with particular attention to coherence and synergies across its components. All countries have been assessed as a part of the desk review, four countries were selected for in-depth analysis and field visits for meetings with the Project partners, stakeholders and beneficiaries.

The evaluation integrated gender equality, disability inclusion and other non-discrimination issues as a cross-cutting concern throughout its methodology, analysis and deliverables. Finally, the evaluation paid special attention to how the Project is relevant to the ILO's Programme and policy frameworks at the national, regional and global levels, relevant Sustainable Development Goals (SDGs), UNDAF and national sustainable development strategies and other relevant national development frameworks, including relevant sectoral policies and programmes.

The evaluation included three phases- (a) inception phase, which includes desk review and preparation of the inception report (05 November - 14 November 2018), (b) data collection phase, which includes field visits in four countries and interviews with ILO constituents, donors and key project partners and beneficiaries (15 November - 20 December 2018); and (c) report writing phase, which includes drafting the report based on the inputs from discussions and the interviews with key stakeholders and analysis of desk review and preparing final report (21 December 2018 - 23 January 2019).

3.2. Evaluation principles

The ILO adheres to the UN System Evaluation Norms and Standards and applies the OECD/DAC Evaluation Quality Standards. Therefore, in conducting the independent mid-term evaluation, the team complied with the evaluation rules and standards of the United Nations System, as well as the Evaluation Quality Standards of OECD/DAC and the United Nations Evaluation Group standards. These international benchmarks require that gender and human rights be taken into consideration in evaluations. Thus, gender and human rights considerations were taken into consideration during the Mid-Term evaluation.

Finally, ethical safeguards concerning the independence of the evaluation were ensured at all stages of the evaluation process.

3.3. Evaluation methodology

In terms of data collection, the evaluation applied a mixed-method approach, with the main focus being on the qualitative techniques, but also including quantitative data obtained through the review of the project documents and reports, including monitoring matrices and survey feedback results of the participants of the workshops conducted by the project. Also, analytics of the project website were used to analyze knowledge management and the communication strategy of the project.

To strengthen the credibility and usefulness of evaluation results, the evaluation team used both primary and secondary data sources. The primary data was collected through Key Informants' Interviews (conducted via skype and in person), focus group discussions, site visits in Viet Nam, Jordan, and Russia (Krasnoyarsk and Khabarovsk regions) as well as observations during the Sub-Regional Workshop in Bishkek on November 15-16, 2018. In-depth interviews in the field and with the ILO Project Management Team, focus group discussions and site visits/observations facilitated deeper understanding of current progress of the project and key factors contributing to the change. Nationally and internationally published reports, project documents, monitoring reports, previous reviews, country strategic plans, and research reports²⁵ were also analysed as secondary data sources, to verify and validate the results of the interviews. Using both primary and secondary data sources was crucial since it allowed enhancing validity of the results of evaluation.

Following a preliminary document review and initial Skype consultations with the ILO Project Management Team, the evaluation team produced an inception report that outlined the detailed evaluation methodology, the evaluation matrix and data collection tools and instruments, including interview guides. Also, selection of the countries for field visits was done and preliminary lists of the persons to be interviewed were compiled.

The desk review stage included analysis of the following documentation: strategic regional documents; key project documents, including progress reports, work plans and monitoring matrices; evaluation reports from the previous phase; country strategic plans, and research reports, publications produced by the project and other relevant materials. In total, more than 100 documents were reviewed and analyzed, for full list of the documents analyzed by the evaluation team please see Annex D.

At the field stage, data collection missions were conducted to Kyrgyzstan (13-16 November 2018), Viet Nam (26-29 November 2018), Jordan (2-4 December 2018) and Russian regions: Krasnoyarsk (11-12 December 2018) and Khabarovsk (17-18 December 2018). During these missions, the evaluation team held individual and group interviews with the ILO national project teams, key project stakeholders and partners (representatives from the government bodies, TVET institutions, employers and trade unions). In total, 75 interviews, 3 group discussions and 3 site observations²⁶ were conducted during the field stage. Women constituted 43% of the key informants interviewed. As for the affiliation, the largest group of the key informants (30%) represented government institutions. Summary statistics on key informants' interviews conducted disaggregated by gender, location and stakeholder status as well as the list of all persons interviewed are available as Annex E.

²⁵ Secondary data was collected through a desk review of project documents and other relevant materials. Secondary data is the already existing data, collected by different institutions and organisations earlier which allows getting more complex view on the situation on the ground, the project context, the progress and environment of its implementation.

²⁶ Evaluators took part in Sub-Regional Workshop in Bishkek on November 15-16, 2018 and visited three colleges and conducted round table discussions with colleges' administrations and the employers- beneficiaries of the project (Outcome 3): Uyarsk Agricultural Technical School (11th December 2018), Krasnoyarsk Technical School of Industrial Service (12th December 2018) and Khabarovsk Agro-Industrial college (18th December 2018). Also, one roundtable discussion was conducted with the representatives of the Ministry of Education in Krasnoyarsk and focus-group with the leaders of SKOLKOVO foresight session in Khabarovsk was conducted.

Data analysis is done using triangulation method, to validate the main findings of desk research and primary data collection, to eliminate inconsistencies in the findings and ensure quality control. In addition, several post-field visits and consultations were conducted with the ILO Project Management Team and SKOLKOVO to validate the results of the evaluation.

3.3. Evaluation criteria and questions

The evaluation followed the UN Evaluation Standards and Norms, the Glossary of key terms in evaluation and Results Based Management utilizing OECD DAC evaluation criteria²⁷. For each criterion, specific evaluation questions were suggested in the ToR (Annex A) of the Evaluation. In the inception phase of the evaluation, these questions were reviewed, discussed and formulated. Detailed list of the evaluation questions is presented in the Annex F.

3.4. Limitations of the evaluation

Two major limitations for the evaluations are the time available for data collection and spatial spread of countries under evaluation. This means that the evaluators were not able to meet with all project beneficiaries in the countries visited during field stage to conduct the interviews. Therefore, the project staff have identified a selection of the project partners and beneficiaries for the evaluators to meet based on the degree of cooperation and accessibility of travel within the given time period available for the field mission.

Also, the Mid-Term Evaluation did not address environmental sustainability as a cross-cutting issue at the field research stage as the ToRs did not include this question. Further, the ILO Policy Guidelines for Evaluation Principles, rationale, planning and managing for evaluations, 3rd Edition, 2017 did not include this cross-cutting policy driver as the cross-cutting issue to be addressed in evaluations.

4. KEY FINDINGS OF THE EVALUATION

This Section is organized according to the evaluation criteria presented in the TORs and analyses of the factual evidence available. A brief summary on key findings for each evaluation criteria is presented at the end of each subsection.

4.1. Relevance and strategic fit

Relevance and strategic fit - the extent to which the objectives are in keeping with local, national and sub-regional priorities and needs, Constituents' priorities and needs, and the Donor's priorities for the project countries.

4.1.1. Consistency of project objectives and interventions with the beneficiaries' requirements and relevance to the project countries' needs (local, national and sub-regional)

With the overall focus of the project being on “*strengthening National and Regional Skills Development policies and systems to improve employability*” in the project countries, each with different levels of economic and social development as well as different needs for strengthening their skills systems, the project has been consistent in developing and implementing the interventions that address specific needs of key project beneficiaries in a comprehensive and systemic way.

²⁷ OECD DAC evaluation criteria which were used are: the relevance, the coherence and validity of the programme design, effectiveness and efficiency of the programme, the impact of the results and the potential for sustainability.

Based on the results of the previous phase, thorough stakeholder analysis and consultations with key stakeholders in all countries were conducted during the inception phase. As a result, objectives and interventions were formulated to address the priorities of the beneficiaries on three levels: *policy and strategy development* (focusing on national training policies, systems, and strategies and their alignment with the international standards); *strengthening institutional capacities of the skill training systems* (building capacities for developing and applying occupational standards, qualifications, assessment instruments and programs of competency-based training); *support to methodology and tools transfer and knowledge sharing* (upgrading and applying SKOLKOVO methodology of Skills Technology Foresight and the TVET institution manager training program, national and sub-regional capacity building events).

In particular, the evaluation confirmed that the project objectives and interventions are consistent and highly relevant to the following current needs of the beneficiaries in the project countries:

Table 1. Beneficiary needs and requirements²⁸

| Beneficiaries' Needs And Requirements |
|--|
| Governments |
| <ul style="list-style-type: none"> ▪ Developing, reviewing and upgrading national skill development strategies and policies governing TVET systems (CIS countries, Russian Federation) ▪ Review and alignment of national skills development policies and strategies and related performance indicators in line with the requirements of G20 Training Strategy, international HRD policy instruments, and the UN 2030 SDGs (CIS) ▪ Development and application of new methodologies and tools and capacity building for improved labour market analysis, monitoring and planning for labour demand and matching demand and supply on labour market (CIS) ▪ Development of occupational standards and capacity building in applying them into curricular development for TVET institutions (CIS, Viet Nam, Jordan) ▪ Improving regional TVET governance and National Skills Development Councils (NSDCs) to facilitate inter-agency dialogue, multi-stakeholder engagement and cooperation on skill development and TVET reform (CIS, Jordan, Viet Nam) ▪ Developing and piloting application of new occupational standards, national qualifications, and skills assessment instruments (Russian Federation, Viet Nam) ▪ Learning best practices and benefitting from the international expertise, including the advanced tool such as SKOLKOVO Skills Technology Foresight (all countries) ▪ Analysis of demand for skilled workforce for national and CIS labour markets (CIS) Applying ASEAN tourism skills standards in Viet Nam and in implementing new policy of tourism development (Viet Nam) |
| TVET institutions and administrations |
| <ul style="list-style-type: none"> ▪ Developing and upgrading national educational standards and educational curricular to meet with needs of local and regional labour markets (all countries) ▪ Piloting and capacity building on engagement and partnerships with businesses to establish public-private partnerships (PPP) for an improved system of sectoral TVET governance and application of the employer-led approach (all countries) ▪ Developing and pilot application of new occupational standards, national qualifications and skills assessment instruments (all countries); ▪ Capacity building on implementation of STED methodology for skills anticipation (Viet Nam, Jordan) |

²⁸ Beneficiaries needs and requirements as listed in key project documents and verified by the key informants' interviews during field missions (compiled by the evaluators)

- Peer-to-peer knowledge and experience sharing, learning from the international best practices, models and tools available, including transfer of SKOLKOVO models and tools to address skill gaps of TVET institutions and managers in particular (all countries)

Employers and businesses

- Direct engagement, expert support and cooperation with TVET institutions in development of occupational standards, qualifications and assessment tools in line with the demand of the modern day economy (all countries)
- Capacity building on engagement and partnerships with TVET institutions to establish public-private partnerships for an improved system of sectoral TVET governance and application of the employer-led approach (all countries)
- Developing cooperation and sharing knowledge and experience internationally

Trade Unions

- Capacity building for better presentation and engagement in TVET system reform and development of occupational standards, qualifications and assessment tools (all countries)
- Harmonization of approaches of CIS countries to development occupational standards and qualifications for facilitating labour migration and minimizing brain/skill drain (CIS)
- Support in awareness raising among the youth on trade union activities, goals and possibilities of engagement

Expert organizations (research and planning institutes, public training providers):

- Methodological and technical support in the area of analysis of demand for skilled workforce, by occupation, establishing a standardized methodology for labour market assessment, development of operational frameworks and related performance indicators in line with the international standards (CIS)
- Expert support and capacity building on develop classifications of occupations and qualifications and occupational standards meeting the needs of the labour market
- Expert support in development of the methodologies, tools and training curricular to promote competency based approach to skills development
- Peer-to-peer knowledge and experience sharing, learning from the international best practices, models and tools available

4.1.2. Alignment with the national priorities, strategies and plans in the project countries (in terms of TVET needs and broader national development objectives)

The Project secured strong alignment with national priorities, strategies and plans at three levels. First, the project responds to the strategic needs and priorities as articulated in the national development strategies, visions and action plans (frameworks, programmes) for mid-term and long-term socio-economic development. Secondly, the project is well-aligned with national Human Resource Development Strategies, and TVET strategies to support its implementation. Thirdly, the project is consistent with sectoral and regional priorities, strategies and plans. Specific reference details of the project alignment for each country is provided below:

Table 2. Alignment to national policies and plans²⁹

| Country | Relevant National Strategies, Policies And Plans |
|---------|---|
| ARMENIA | Armenia Development Strategy for 2014-2025 ³⁰ recognizes the need to “improve the quality of professional education and bring it in line with demands of the labor market, to strengthen links |

²⁹ Compilation of the evaluators, based on the document review and key informants’ interviews

³⁰ Armenia Development Strategy 2014-2025 https://eeas.europa.eu/sites/eeas/files/armenia_development_strategy_for_2014-2025.pdf

| | |
|-------------------|---|
| | <p><i>between vocational education system and employers, to promote employment of graduates” and “continue reforms aimed at streamlining professional education in line with the country’s strategic educational and scientific development goals”</i></p> <p>Strategy of development of primary and secondary professional education, 2016-2018 and Strategy and the Programme of reforms of primary and secondary professional education, 2018-2022 (draft) put strategic tasks on <i>“improving the quality of professional education, improving the effectiveness of TVET management, aligning training curriculum with the demand of labour market, developing dialogue with social partners”</i>³¹</p> |
| KYRGYZSTAN | <p>National Sustainable Development Strategy for the Kyrgyz Republic for the period of 2013–2017³² recognizes the main problem in the area of professional education as <i>“the weak link between standards of professional education and actual requirements on the domestic, regional and global labor markets. The institutions of primary and secondary professional education are still not adequately collaborating with the labor market and the private sector”</i>. Furthermore, recently adopted National Strategy for Sustainable Development of the Kyrgyz Republic 2018-2040³³ explicitly prioritizes <i>“improving the quality of the labor force, eliminating the imbalance between supply and demand in the labor market in the sectoral and regional context with the priority sectors that provide higher added value, employment growth and demand in the market”</i>.</p> <p>Kyrgyzstan Education Development Strategy 2012-2020³⁴ and its Action Plans for 2015-2017 and 2018-2020 outline the following priorities to improve national professional development systems: <i>“creating conditions for cooperation between the agencies, the private sector (business and the labor market), providing institutional support to social partners working in the system, bridging the gap between the structure of TVET programmes and labour market requirements, paying particular attention to regional differences”</i></p> |
| TAJIKISTAN | <p>National Development Strategy of the Republic Tajikistan for the period up to 2030³⁵ identifies <i>“the need for productive employment and advancing competences as one of the main country’s long term objective in the field of employment”</i> and recognizes <i>“the discrepancy between the quality of the labor force and the requirements of the employers”</i> as the key issue which needs to be addressed. The priorities include <i>“development of requirements for professional training of personnel with the involvement of potential employers to deliver delivering training programs which would allow to meet the requirements of the modern labor market”</i>.</p> <p>Mid-term Development Program of Tajikistan for 2016-2020³⁶ states that support to modernization of TVET system is one of the priorities in the sphere of education to <i>“ensure the interconnection of professional knowledge and practical skills through the formation of the educational and qualification standards with the involvement of the employers, development of primary and secondary vocational education, coordinated with the priorities of the country’s economic development”</i>. The Programme envisions improvements in the legal framework of primary and secondary vocational education and upgrading professional educational programs <i>“on the basis of monitoring of labor market demand which should be established in the form of public-private partnership”</i>.</p> |

³¹ Presentation of A. Aleksanyan, Deputy Head of National Education Institute, Ministry of Education and Science, Republic Armenia (Bishkek workshop, 16 November 2018)

³² [Development Partners' Coordination Council](http://www.donors.kg/en/strategy) <http://www.donors.kg/en/strategy>

³³ Kyrgyzstan National Development Strategy for https://24.kg/ofitsialno/100394_utverjdena_natsionalnaya_strategiya_razvitiyavr_na2018-2040_godyi/

³⁴ The Decree of the Government of Kyrgyz Republic “On Strategic Areas of Development of Vocational Education in Kyrgyzstan” <http://cbd.minjust.gov.kg/act/view/ru-ru/92984/10?cl=ru-ru>

³⁵ Republic Of Tajikistan National Development Strategy 2030 http://nafaka.tj/images/zakoni/new/strategiya_2030_en.pdf

³⁶ Tajikistan Mid-term Development Program 2016-2020 http://www.nbt.tj/files/program/programm_ru.pdf

| | |
|------------------------|--|
| <p>JORDAN</p> | <p>Jordan government currently concentrate efforts towards developing and improving TVET sector to mainly achieve economy growth.</p> <p>Jordan 2025. A National Vision and Strategy ³⁷</p> <p>Jordan National Employment Strategy (NES 2011-2020) identifies “<i>pharmaceutical and IT industries... represent the best opportunities for sustainable growth and job creation</i>” which is aligned with the sectoral focus of the project ³⁸</p> <p>National Strategy for Human Resource Development (HRD 2016-2025), all constitutes coherent vision for TVET reform, developed through a consultative process with relevant private and social stakeholders, but they lack an integrated framework for their implementation in TVET sector, highlights the establishment of governance bodies led by the private sector as a pre-requisite to a stronger Human Resources Development (HRD) system³⁹. It also highlights the creation of Centres of Excellence and the establishment of the "Model Skill Centres of Excellence (MSCoE)"</p> <p>Jordan National E-TVET Strategy (under development) contains specific pillar in regard of TVET as a part of Human Resource Reform, which also includes the need for improved inter-agency cooperation and coordination⁴⁰</p> |
| <p>VIET NAM</p> | <p>Viet Nam Sustainable Development Strategy for 2011-2020⁴¹ sees the advancement of the quality of education and training and improvement of professional skills in favor of the requirements for national, regional and local development as one of the priorities in development. It calls to effectively implement strategies for education and vocational development; human resource development strategy in line with specific conditions of each sector, region and locality</p> <p>Viet Nam Socio-Economic Development Strategy 2011-2020⁴² sees the development of human resources and comprehensive renovation of national education system as one of the strategic breakthrough for the country. It asks for renovation of TVET training system in close connection with the enterprises, to develop human resources meeting the society’s demands in the direction of standardization, modernization, socialization and international integration</p> <p>Viet Nam Human Resources Development Strategy 2011-2020 recognizes that the human resource training system must quickly switch to operate under the training mechanism catering for the demands of society and the labor market, especially key sectors. Human resource training must be linked to social and labor market demands</p> <p>National Vocational Education and Training Development Strategy (2011-2020) prioritizes the development of the vocational training will meet the labour market’s demands and vocational training will be universalized among labourers, contributing to income generation, sustainable poverty reduction and social security. To achieve this, the Strategy calls to build close links with the enterprises to make them participating in vocational training activities (formulating occupational skill standards, identifying lists of occupations, formulating training curricula, assessing vocational learners’ performance, etc). It also urges to promote international cooperation on vocational training, esp. with ASEAN countries</p> |

³⁷ Jordan 2025 National Vision and Strategy

http://www.nationalplanningcycles.org/sites/default/files/planning_cycle_repository/jordan/jo2025part1.pdf

³⁸ Jordan’s National Employment Strategy 2011-2020. URL:

https://www.ilo.org/dyn/youthpol/en/equest.fileutils.dohandle?p_uploaded_file_id=171. P.33

³⁹ Education for Prosperity: Delivering Results A National Strategy For Human Resource Development 2016 – 2025

<http://www.mohe.gov.jo/en/Documents/National-HRD-Strategy.pdf>

⁴⁰ Jordan National E-TVET Strategy <http://inform.gov.jo/LinkClick.aspx?fileticket=zRBuaLn6gRg%3D&portalid=0&language=en-US>

⁴¹ Viet Nam Sustainable Development Strategy 2011-2020

<http://www.chinhphu.vn/portal/page/portal/English/strategies/strategiesdetails?categoryId=30&articleId=10050825>

⁴² Viet Nam Socio-Economic Development Strategy 2011-2020

<http://www.economica.vn/portals/0/documents/1d3f7ee0400e42152bdcaa439bf62686.pdf>

| | |
|---------------------------|---|
| | <p>The Law on Vocational Education was revised by the government in October 2014 to set up a more strategic framework for skills development. Its implementation has involved a comprehensive reform process, addressing numerous structural issues, and evolving into a system that better connects employers, students and schools</p> |
| RUSSIAN FEDERATION | <p>Strategy of TVET system development in the Russian Federation (2013-2020)⁴³ prioritizes the need to ensure that graduates' qualifications meet the requirements of the economy. It also sets the task to secure consolidation of efforts and resources of business, government and educational organizations in the development of TVET system</p> <p>Federal Law on Independent Assessment of Qualifications (June 2016) determines the requirements to the qualifications assessment processes, the bodies and procedures involved. The requirements to the occupations, qualifications and skills assessment instruments are defined by the 28 Industry Qualifications Councils established and regulated by the National Qualifications Council under the President of Russian Federation⁴⁴</p> <p>Presidential Decree on National Goals and Strategic Tasks of Development to the period up to 2024 (No. 204, 07th May 2018) urges for modernization of vocational education, incl. through the introduction of adaptive, practice-oriented and flexible educational programs</p> <p>Federal Project "Young Professionals 2018-2024"⁴⁵ aims at creating a competitive system of professional education which provides training of highly qualified specialists and workers in line with the modern standards, including creation of the infrastructure for the development of professional skills, conducting WorldSkills Russia competition and creation of the Centers of the Advanced Training (Centers of Excellence) based on the advanced technologies.</p> |

4.1.3. Relevance to DWCPs of the Project Countries and to ILO Programme and Budget Outcomes

Overall, the project fits well with general ILO programmes implemented in the countries, its objectives and outputs are aligned with the Decent Work Country Programs (DWCP) of participating countries in the areas of employment creation, skill development and promoting social dialogue (where the DWCP is in place). Skills Development has been identified as a priority in the Decent Work Country Programmes (DWCPs) in Armenia, Jordan, Tajikistan and Viet Nam. For more details, please see summary table below:

Table 3. Areas of project relevant to beneficiary county DWCPs ILO Programme and Budget Outcomes⁴⁶

| Country | Areas of Relevance to ILO Programme & Budget and DWCPs |
|-------------------|--|
| ARMENIA | <p><i>Improved capacity of the government to implement, monitor and evaluate policies and programmes to increase employability of women and men in the labour market.</i> Based on the results of implementation of the Decent Work Agenda 2014-2017, <i>promoting sustainable employment and strengthening social dialogue</i> were proposed by the constituents as key targets for the new DWCP 2018-2022⁴⁷</p> |
| KYRGYZSTAN | <p><i>Improved capacity of the government to implement policies and programmes to increase employability of women and men in the labour market.</i> At present, the DWCP is not adopted for Kyrgyzstan.</p> |

⁴³ Strategy of TVET system development in the Russian Federation (2013-2020) http://www.consultant.ru/document/cons_doc_LAW_256447/

⁴⁴ Federal Law on Independent Assessment of Qualifications <http://nsprf.ru/>

⁴⁵ Federal Project "Young Professionals 2018-2024" <http://dpo53.ru/sites/default/files/public/news2017/skvorcova.pdf>

⁴⁶ Compilation of the evaluators based on the document review and key informants' interviews

⁴⁷ Workshop on DWCP Development in Armenia. URL: https://www.ilo.org/moscow/news/WCMS_565886/lang--en/index.htm

| | |
|------------------|--|
| | <p><i>From the Crisis towards Decent and Safe Jobs project (Phase II, 2014-2018)</i>⁴⁸ among its objectives, focuses on improving labour market information and analysis system and involves reviewing existing labour statistics concepts, definitions and data collection tools (in line with the international norms) and capacity building on LMIS data collection. Since support to social dialogue and gender equality are also integrated in all activities of the project, awareness-raising seminars are planned on ILO Conventions relevant to the promotion of labour market inclusion of women, as well as support to social partners to identify and remove or lower direct and indirect barriers to LM inclusion of women.</p> |
| TAJKISTAN | <p><i>Decent employment opportunities for youth increased through Skills Development and better provision of employment services.</i> In particular, DWCP 2015-2017⁴⁹ prioritizes “decent employment opportunities for youth through skills development”. In addition, it also aims to improve “the link of education and training to decent work, and matching the provision of skills to the needs of the labour market, focusing on demand-driven training, which is relevant and of good quality”.</p> <p><i>From the Crisis towards Decent and Safe Jobs project (Phase II, 2014-2018)</i> is also implemented in Tajikistan (please see above).</p> |
| JORDAN | <p>The Jordanian government placed employment and Decent Work at the heart of its National Employment Strategy (2011), and the Jordan Vision 2025 including targets on <i>reducing unemployment</i>. The ILO is supporting these efforts with technical assistance in a range of areas grouped under a single framework: The Decent Work Country Programme (DWCP). <i>Skills anticipation exercises lead to sector based policies and programmes, with increased participation of social partners.</i> In particular, Jordan Decent Work Country Diagnostic, 2017 specified the target to <i>ensure the right competencies and services are available to companies through a marked advance of skills-development programmes. There is a need to shift from an automatic continuation of courses to an evidence-based prioritization of those that are more likely to result in employment of graduates. This shift needs to be supported by greater involvement of social partners in the TVET system, and a functioning monitoring and evaluation system. Provision of affordable and needs-based business development services should be strengthened and complemented by easing access to financial support and markets.</i>⁵⁰ The Jordan DWCP (2018-2022⁵¹) articulates the commitment of the government of Jordan, workers’ and employers’ organizations and the ILO to <i>promote decent work, social justice and equality</i>. The 2018-2022 DWCP is the third strategic programming adopted by ILO and its constituents in Jordan identified three main priorities: <i>Employment creations contributes to economic and social stability, decent working conditions for all create a level paying field for Jordanians, refugees and migrant women and men; Social partners increase their contribution to decent work.</i></p> |
| VIET NAM | <p><i>Improved policies, strategies and data for employment creation for young people and inclusive labour market management.</i> More Specifically, DWCP 2017 - 2021⁵² supports <i>more demand-led approach to TVET, with better employer engagement in TVET using the model of “Sector Skills Councils (SSC) tasked to foster sector-specific skills and workforce development with focused policy and programme initiatives”.</i> Also, the Programme seeks to support the “<i>development of national occupational skills standards as well as a system of competency certification</i>” resulting into “<i>robust, internationally compatible national qualifications framework (NQF) for certifying skills will be trusted by employers and industry, and critical for Viet Nam’s achievement of SEDS goals</i>”.</p> |

⁴⁸ The project is implemented in Kyrgyzstan and Tajikistan. For more details, please see https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/genericdocument/wcms_358967.pdf

⁴⁹ Decent Work Country Programme of the Republic of Tajikistan 2015-2017. URL: https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms_432702.pdf

⁵⁰ Jordan Decent Work Country Diagnostic. International Labour Organization Regional Office for Arab States.2017 https://www.ilo.org/wcmsp5/groups/public/---arabstates/---ro-beirut/documents/publication/wcms_542358.pdf P. 44

⁵¹ Hashemite Kingdom of Jordan, Decent Work Country Programme 2018-2022, International Labour Organization

⁵² Viet Nam, Decent Work Country programme 2017 – 2021, https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-hanoi/documents/publication/wcms_630293.pdf

**RUSSIAN
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Partnerships for Youth Employment in the Commonwealth of Independent States project (second phase, 2018-2022) seeks to change employers' perceptions and support innovative and effective youth employment policies and foster local partnerships of public employment authorities, social partners, private enterprises and civil society organizations to promote inclusive labour market and decent job opportunities for youth in the Russian Federation.

Within the Programme and Budget planning framework of the ILO for 2018-2019, the project aims to contribute to the “*Outcome 1: More and better jobs for inclusive growth and improved youth employment prospects.*” It is anticipated that as a result of the project implementation, National Skills Development systems will become more responsive to labour market changes and improve youth employment prospects and sustainable employment in general. Thus, the most relevant indicator for the ILO successful performance in this area will be “the number of countries in which constituents **have taken action on Skills Development systems, strategies and programs to reduce skills mismatches and enhance equal access to the labour market through training**” (Indicator 1.3). In particular, the project supports policy development to improve the quality and relevance of skills training to respond to the demand for skilled workforce; enhanced capacities of the government, employers and TVET institutions to design and apply competency-based training programmes and specific tools (occupational standards, vocational qualifications) which allow adopting skill training to market demands as well as enhance the employability of the graduates (youth in particular).⁵³

Thus, the criterion of success implies that ***national stakeholders are capable of developing and implementing strategies, policies, programmes and tools*** which improve the quality of skills training, reduce the mismatch between the demand and supply on the labour markets and support the engagement of the employers and workers in skills training. In the project logframe, these targets were set for the countries from CIS region. Thus, relevance and contribution of the Project to these specific targets can be established at the end of the project.

4.1.4. Complementarity and fit with current ongoing UN programmes and projects in the countries

Aside from the links to the ILO Policy Outcomes referred to above, the Project is well aligned with the National Development Frameworks, Sustainable Development Programmes and UN Cooperation programmes in the project countries. On a strategic level, the project is complementary to the current UN framework development assistance and cooperation programmes on the outcomes aiming to (1) strengthen human resources through improving national vocational training systems, (2) supporting partnerships with multiple stakeholders, including private sector in policy development, monitoring and implementation, as well as (3) providing access to good practice global policies and models, expertise and support for the implementation of international norms and standards, to enhance the training and employment opportunities and improve employability of both women and men. More details on complementarity and specific fit with current ongoing UN Cooperation Programmes are presented in the Table 4 which can be found in the Annex G.

On a practical level, in the CIS region, complementarity is found with the development assistance projects implemented by UNDP and the WFP. In particular, in the framework of the project “Assistance in the expansion of socio-economic opportunities for women and youth of the Zeravshan valley of Tajikistan”

⁵³In its “*Programme and Budget 2018-2019.Targets under 10 Policy Outcomes*” the ILO suggests at least three criteria for success to be applied for the above mentioned indicator: 1.3.1. Government, in consultation with the social partners, develops, revises or implements evidence-based policies and programming that improve the quality, relevance and recognition of skills systems or enhance the engagement of employers and workers in them. 1.3.2. Government, employers' or workers' organizations develop forward-looking skills strategies to more effectively anticipate and adapt skills training to labour market demands in response to industrial, sectoral, trade, technology or environmental developments. 1.3.3. Government, employers' or workers' organizations develop, revise or implement evidence-based policies and programs that increase the employability of disadvantaged groups, increase their access to training opportunities and ease transitions into decent work and provide lifelong learning opportunities. Source: “Programme and Budget 2018-2019.Targets under 10 Policy Outcomes”, the interview with Irina Melekh, ILO Moscow.

funded by the Russian Federation, **UNDP Tajikistan** provides technical assistance to the vocational technical schools which increases the enrollment of girls in TVET training, to promote social and economic opportunities for women and youth. In Kyrgyzstan, the **World Food Programme** supports upgrading of the training curricular of the TVET agricultural colleges and enhancing capacities of TVET specialists. The project also organizes training activities on agricultural skills development for the women living in the rural and remote areas of the country.⁵⁴

In Jordan UNESCO's work focuses on three key areas outlined in its global Strategy for TVET (2016–2021): fostering youth employment and entrepreneurship, promoting equity and gender equality, and facilitating the transition to green economies and sustainable societies. In line with the Jordan Response Plan (JRP), UNESCO has supported the provision of alternative learning pathways for out-of-school youth through providing access to TVET. In 2017, over 200 Jordanian and Syrian youth graduated from BTEC-Level 3 TVET training programs. In 2018, a further 250 students were enrolled in BTEC-Level 2 TVET training as part of the second phase of this successful skills development program. 500 Syrian refugees and vulnerable Jordanian women have been supported with life skills and vocational training to create their own businesses⁵⁵. In 2018 in Jordan UNESCO launched the project, funded by the Government of the Republic of Korea and implemented in partnership with Al Quds College aimed to provide technical and vocational education and training opportunities for Jordanian and Syrian youth⁵⁶.

4.1.5. Relevance to the SDG targets and indicators

The project is well placed to help the countries meet their strategic needs on Human and Skills Development as well as to contribute to achieving the progress towards the Sustainable Development Goals (SDGs) in three ways. First, the project provides strategic support to the countries in developing National Human Resources Development Strategies and implementing reforms in Skill Development sector, with specific focus on TVET reform, in order to bridge the gap between the educational outcomes and labour market demands. Secondly, the project addresses current needs of the countries in the development of effective practical coordination mechanisms between the TVET institutions and the employers, development and adoption of the national qualifications, occupational standards and tools as well as review of training curricular to better reflect the needs of the labour market. Finally, the project actively promotes sub-regional and global cooperation, mobilizing resources and widely sharing knowledge, expertise, technological tools and products to support capacity development of the National and sectoral Skills Development systems to improve employability of both women and men, promote equal access to employment opportunities, for inclusive and sustainable growth.

To assess project relevance to the SDG targets and indicators, in addition to the interviews, a number of documents were analyzed: project reports, ILO Focus targets on 2030 Development agenda, the latest Voluntary National Reviews from Armenia,⁵⁷ Tajikistan⁵⁸, Jordan⁵⁹ and Viet Nam⁶⁰. The results of the evaluation show that at the strategic level, the project objectives and outputs have the greatest relevance

⁵⁴ Japan Steps Up Support To Rural Women In The Kyrgyz Republic. URL: <http://kg.one.un.org/content/unct/kyrgyzstan/en/home/news/kg-news/2018/japan-steps-up-support-to-rural-women-in-the-kyrgyz-republic.html>

⁵⁵ For more details, please see URL: <http://www.unesco.org/new/en/aman/education/tvet-and-higher-education/>

⁵⁶ UNESCO Amman Office and the Republic of Korea launch TVET project. URL: http://www.unesco.org/new/en/aman/about-this-office/single-view/news/unesco_aman_office_and_the_republic_of_korea_launch_tvet_pr/

⁵⁷ Transforming Our World: The 2030 Agenda For Sustainable Development
https://sustainabledevelopment.un.org/content/documents/20315Armenia_SDG_VNR_report.pdf

⁵⁸ Improving Living Standards through Mainstreaming of Sustainable Development Goals Into The National Development Policy In Tajikistan, Voluntary National Review, 2017. <https://Sustainabledevelopment.Un.Org/Content/Documents/16021tajikistan.Pdf>

⁵⁹ Jordan's Way to Sustainable Development First National Voluntary review on the implementation of the 2030 Agenda.
<https://sustainabledevelopment.un.org/content/documents/16289Jordan.pdf>

⁶⁰ Viet Nam's Voluntary National Review on the Implementation of the Sustainable Development Goals
http://un.org.vn/en/publications/doc_details/567-viet-nams-voluntary-national-review-on-the-implementation-of-the-sustainable-development-goals.html

to the SDG 4 (4.3, 4.4, 4.5) and 17 (17.9, 17.17 and 17.18) in all countries of the project. Also, the project provides contribution to achieving the progress on the SDG 5 and 8. More details on national achievements and challenges to the achievements of the SDGs and their relevance to the project are presented in the Table 5 which can be found in the Annex H.

Concrete examples of the countries' SDG specific needs relevant to the project priorities are provided in the table below. Specific illustrative examples of how the project interventions feed directly into the UN Sustainable Development Goals 2030 Agenda are provided in the section 4.3.12 of this report.

4.1.6. Relevance to the needs of the ultimate beneficiaries (women, youth, and vulnerable categories)

During field visits, the evaluators did not conduct any interviews or focus groups with the ultimate beneficiaries of the project⁶¹. Thus, all findings under this section are based on the evidence generated through the desk review, from the opinions shared by the key informants as well as site observations (which included visits to the colleges in Viet Nam, Krasnoyarsk and Khabarovsk in the Russian Federation).

Collected evidence confirms that the project objectives, outputs and interventions are highly relevant to the needs of the ultimate beneficiaries of the project countries as well as to the specific social groups identified as vulnerable in terms of access to the educational opportunities and access to the labour market. The list of these vulnerable groups is presented below.

Table 4. List of vulnerable groups⁶²

| GROUP | COUNTRIES |
|---|---|
| Young people (15-24), esp. vulnerable youth ⁶³ , youth not in employment, education or training (NEET) | All countries |
| Rural population in remote areas | Armenia, Kyrgyzstan, Tajikistan, Viet Nam |
| Low income households, esp. female-headed households | Armenia, Kyrgyzstan, Tajikistan, Viet Nam |
| Women | Kyrgyzstan, Tajikistan, Jordan |
| Refugees and displaced people, returning migrants, internal migrants | Armenia, Tajikistan, Jordan, Viet Nam |
| Persons with disabilities | Kyrgyzstan, Tajikistan |
| Highly skilled unemployed | Jordan |

High relevance of the needs of the youth (youth in NEET in particular) and women to the project is also confirmed by using SDG4 and SDG8 targets as international policy and operational benchmarks in Skills Development for producing baseline sex-disaggregated data and for monitoring progress of Skills Development in participant countries. These specific targets include:

- a. substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship;
- b. eliminate gender disparities in education and ensure equal access to all levels of education; and
- c. vocational training for all women and men substantially reduce the proportion of youth not in employment, education or training (NEET rate).

⁶¹The ultimate beneficiaries of the project are: the youth aged 15-24 eligible for entering professional educational institutions and covered by vocational guidance systems and the adults employed or unemployed who are willing to undertake skill training, retraining and assessment for acquiring a formal qualification.

⁶² List of vulnerable groups relevant to the project as identified on the basis of the key informants' interviews

⁶³ Vulnerable youth was identified as orphans, graduated from an orphan' home, young people from families with many children, youth in difficult life situation including children of migrant's workers.

4.1.7. Strategic mainstreaming of gender, human rights and disability inclusion

Decent Work and non-discrimination are the key aspects of the human rights-based approach, which is one of the common programming principles of the UN system. As a global intervention implemented by the ILO, the project must mainstream principles of non-discrimination and gender equality and pay particular attention to groups subject to discrimination and exclusion.

To enhance gender responsiveness of the project in the second phase, gender equality was identified as an essential strategy element of all aspects of the project. According to the project document, Gender Equality was placed as a pronounced fourth building block of the second phase of the project. Thus, gender was mainstreamed at the Development Objective level of the project which is formulated as “to strengthen national Skills Development systems, policies and strategies so that **to improve employability of both women and men, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth**”. Gender equality, however, was not reflected on the Immediate Objectives levels and their targets.

Specific elements which were incorporated into the project to achieve gender mainstreaming are presented in the table below.

Table 5. Gender mainstreaming⁶⁴

| TYPE | MECHANISM |
|--|---|
| Project structure and management | Gender equality in decision-making (corresponding indicator: percentage of women-members of the project Steering and Advisory bodies as well as Technical Working Groups and Sector Skills Councils) |
| | Gender equality in beneficiaries’ participation in project capacity building initiatives (corresponding indicators: Number of policy makers, practitioners and other stakeholders trained, with at least 30% women set as a minimum) |
| | Data management: data entered and maintained in the project M&E information system will be sex disaggregated |
| Specific project interventions on Output/ Activity level | Including gender-responsive components in project activities: Awareness raising on available international good practices on gender inclusion and equipping project beneficiaries with necessary knowledge and practical skills to develop gender-inclusive policies, regulations and corresponding institutional support frameworks and specific mechanisms to increase women’s participation in training, especially in non-traditional occupations, their equal inclusion into the labour market. |

At the same time, according to the project document, the project was marked by the ILO Gender equality marker as one which *does not include gender equality as an outcome, but some outputs and/or activities specifically address gender issues*. Indeed, two outputs of the project specifically address gender issues with gender sensitive targets identified at the policy/capacity change level. Please see their description in the table below.

⁶⁴ Key elements of the project incorporated to achieve gender mainstreaming (developed by the evaluators on the basis of the document review & interviews with the ILO Project Team)

Table 6. Project outputs that address gender issues⁶⁵

| OUTPUTS | TARGETS |
|--|--|
| Output 1.3. “Governments and stakeholders applied the acquired knowledge of effective TVET governance, <i>including gender analysis</i> , to improvement of their National Skills Development Councils (NSDCs)” | Target: At least 1 country utilized the acquired knowledge of effective governance for reforming or improving performance of its NSDCs, through implementation of a gender-sensitive pilot in at least one CIS country, by end of June 2019 |
| Output 1.4. “Relevant government agencies and TVET institutions applied their enhanced capacity to design and operate <i>gender-sensitive national systems of vocational guidance</i> ” | Target: At least one country has developed and applied an enhanced capacity to design and manage the vocational guidance system, including gender equality aspects, by end of Feb 2019 |

More details on current progress of the project in incorporating gender issues into implementation are provided in the section 4.2.7 of this report.

In terms of human rights and disability inclusion, the project is coherent to the **global UN’s development, humanitarian, and human rights agendas** and contributes to the relevant UNDAF support for sustainable growth and economic development through achievement of the outcomes on increased access to Skills Development and decent employment opportunities. The project addresses human rights and disability inclusion issues at the activity level, via capacity building and awareness raising of the main beneficiaries about best practices on ensuring human rights and disability inclusion into skills development policies, programmes and tools, without any explicit reference at outputs or outcome level. Please see Gender and Human Rights Evaluability assessment in the Annex J.

Key findings on relevance: strategic relevance of the project has been rated as high by all key stakeholders and constituents from all countries during the interviews. The project is well-aligned with countries’ national and regional priorities, strategies and plans, the ILO and other international development assistance programmes as well as the SDG target 4, 5, 8, 17.

⁶⁵ Outputs of the project which specifically address gender issues (identified on the basis by the document review and interviews with the ILO Project Team)

4.3. Validity of design

Validity of design- the extent to which the project design, logic, strategy and elements are/remain valid vis-à-vis problems and needs.

4.3.1. Appropriateness and validity of the project design, results framework, given the expectations of the ILO and the Donor

The second phase of the project aims to continue to contribute to meeting the Russian government's commitment to the G20 Development Working Group on HRD to strengthen Skills Development Systems and provide targeted assistance to the national TVET systems, policies and institutions in identifying and responding to the market demands for the skilled workforce, promoting coordination among the government, national training institutions, workers' and employers' organizations on skill development. Taking advantage of the global nature of the intervention, the project also seeks to strengthen regional and global cooperation, peer-to-peer learning, knowledge-sharing and tools transfer, to further encourage interventions by both the ILO and the international community on implementing effective G20 Training Strategy initiatives.

The second phase of the project was developed based on the results and lessons learned from the first phase as well as taking into account the recommendations provided by the independent final evaluation of the first phase of the project. As a result, the project design and results framework were significantly improved, to fit specific needs of the project countries while keeping the strategic focus of the ILO and the Donor.

This was achieved by allocating sufficient time for detailed consultations with key stakeholders in all countries to inform the development of the detailed project design before the actual commencement of the project. Thus, project objectives, outputs, activities and expected results have been formulated in a participatory manner, reflecting specific skill development needs of the governments, TVET institutions, employers' and workers' organizations in each of the countries in a balanced way.

At the same time, a systemic and coherent approach was also secured in the project design and the framework, with all outputs closely linked to each other and contributing to the overall objective in a complementary and comprehensive manner, being strategically aligned with the broader developmental objectives and the expectations of the ILO and the Donor. The project continued to apply the "building block approach" adopted in the previous phase, but enhancing it with the fourth block on gender equality. Finally, addressing the need to improve monitoring and evaluation of the project, a more robust M&E Framework and M&E instruments for the project were developed during the inception phase, to ensure that all project activities are linked together and the project can demonstrate its effectiveness and impact in achieving the immediate objectives by its end, linking its results to the broader development objectives and the goals of ILO-Russia Partnership.

The results of the evaluation confirm the appropriateness and validity of the project design and its results frameworks, given the expectations of the ILO and the Donor, as well as taking into account present day needs of key stakeholders and beneficiaries in the project countries.

4.3.2. Validity of the indicators described in the project document appropriate and their usefulness in assessing the project progress? If necessary, how can they be modified to be more useful?

Following up on the recommendations from the final evaluation of the first phase of the project, the Evaluability assessment of the project was conducted in October 2018, under the auspices of the ILO

Evaluation Unit. As part of the Evaluability Assessment⁶⁶, a review of the project logical framework, performance indicators and baseline data was undertaken.

In particular, the Evaluability Assessment has identified that the indicators are **relevant to the activity/output/objective described and bound to the end result (what is expected to happen- such as products created or revised, people trained, pilots run, etc.)** Also, the assessment confirmed that the indicators provide a good basis for internal project monitoring on the results achieved at the activity level. As for the output/outcome level, the indicators described in the project document and results framework are not sufficient to measure **“what has been achieved, and/or what impact has been made”** (e.g. measuring capability development versus measuring participation). Thus, the main recommendation of the evaluability assessment was to reinforce the need for the ILO team to collect M&E data not only on the direct results of the activities, but also include additional assessments of the progress on policy/capacity development which would allow for better quality reporting on the outputs and likely impact of the project. Also, the evaluability assessment recommended **to review the omission of gender targets in some activities and outputs in the results framework**. Detailed assessment of the indicators along with the suggestions for change were presented in the Annex J of the Evaluability Assessment.

The results of the mid-term evaluation confirm the validity of the main findings of the evaluability assessment with regard to the indicators. The Mid-Term evaluation concurs with this recommendation and suggests to update the Logframe in line with the recommendations provided by the Evaluability Assessment, paying particular attention to the indicators and means of verification on the Outcome levels as well as the need to introduce the assessment of the capabilities developed by the participants of the pilot activities (to measure capacity development in a verifiable way). Additional suggestions on alignment of the indicators with targets on outcome levels are presented in the Table 9 available as the Annex K of the report.

Finally, to better capture the project progress at the outcome level, and bring additional evidence of the project impact on capacity and policy development, complementary indicators⁶⁷ can be identified and discussed and agreed upon by the ILO Project Team to monitor and document the progress and ensure that the project properly documents its effectiveness in achieving the desired outcomes.

4.3.3. Logic and coherence of the project design (objectives, outcomes, outputs and activities) and its underlining theory of knowledge change

This mid-term evaluation reiterates the evaluability assessment’s finding that the overall project intervention logic is well-thought and valid. Overall, the anticipated changes at the output and immediate objective (outcome) level are properly identified, with the connection to the project interventions justified. Thus, current needs of the TVET systems at the institutional, legislative and policy level are addressed in a systematic and coherent way. The project supports enhancements at the strategic planning and policy level, which form the basis for the changes in the regulatory frameworks, enhancement of capacities through design and pilot testing of innovative tools and instruments as well as promoting changes at the institutional level of regional and sectoral governance as well as multi-stakeholder engagement for TVET reforming. The outline of the intervention logic at the national level is presented below.

⁶⁶ Evaluability Assessment: Applying the G20 Training Strategy - A Partnership of the ILO and the Russian Federation (Phase II). October 2018.

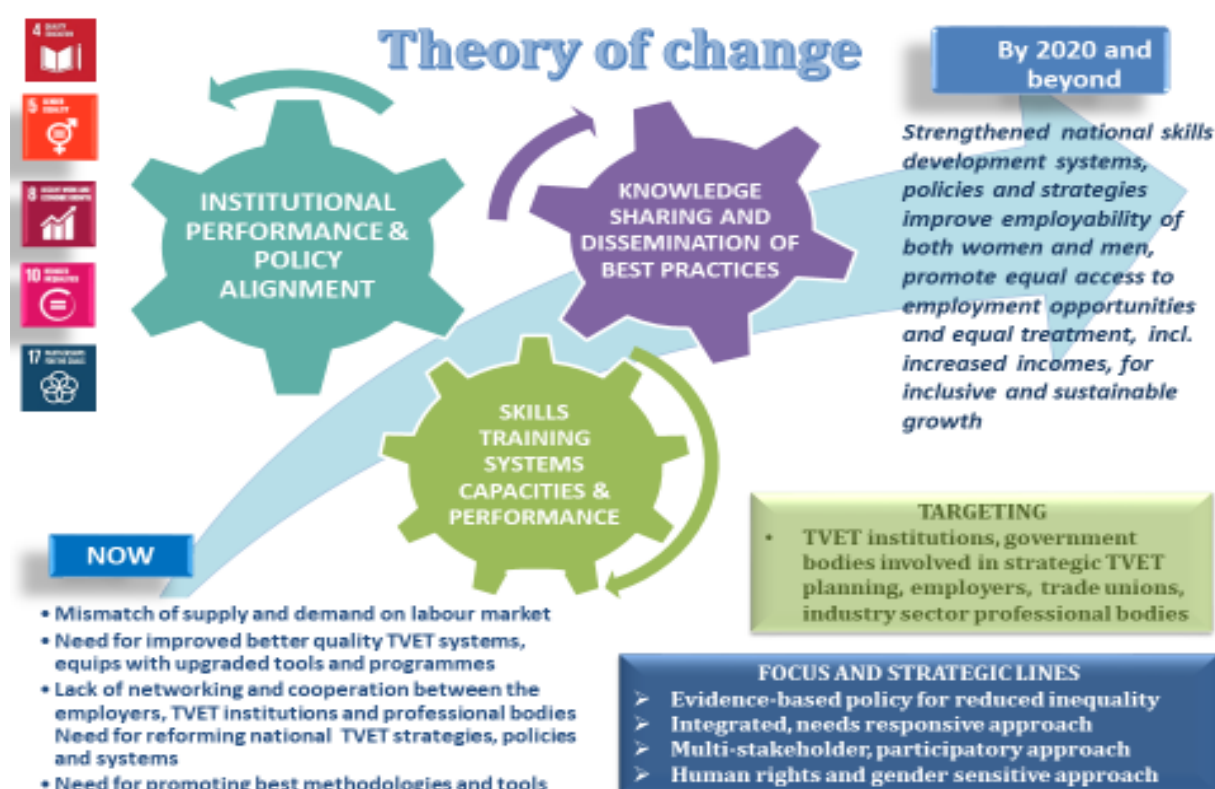
⁶⁷Some proposals for additional supporting indicators are: a) Number of strategies, policies and framework which were fed by the proposals developed by the project; b) Number of strategies, policies and frameworks adopted/changed as a result of discussions and proposals made by the project; c) Number of visits of the websites supported by the project (project website, DVET website, SKOLKOVO website), d) Number of persons reached by the awareness raising and PR actions of the project (via mass media and social media sources).

Table 7. Project intervention logic at national level

| POLICY & STRATEGY LEVEL | REGULATORY LEGISLATION LEVEL | INSTITUTIONAL LEVEL (SYSTEMS) |
|--|---|--|
| <ul style="list-style-type: none"> • Strategic planning • Adherence to the international standards | <ul style="list-style-type: none"> • Labour market information systems • Professional qualification standards • Assessment instruments • Competency based training programmes | <ul style="list-style-type: none"> • Regional and sectoral governance • Triparty participation • Multi-stakeholder engagement |

At the global level, the underlying project intervention logic is also well-justified and built on a well-thought theory of change which proved its validity, relevance and coherence during this mid-term evaluation. Three main blocks are tackled, policy alignment and institutional performance; skills development systems capacities and performance; and facilitating global knowledge sharing and mutual learning. Schematic presentation of the Theory of Change for the project is presented in the table below.

Table 8. Project Theory of Change⁶⁸



Finally, one minor observation can be made with regard to the Immediate Objective 3 of the project. At present, it is formulated as an activity rather than the development result and not fully integrated in the overall development context. Since the project theory of change and its underlying logic explicitly states the need for improved knowledge sharing and transfer of best tools and technologies, the Immediate Objective 3 could be reformulated in line with the anticipated development results and linked to the

⁶⁸ Theory of Change (developed by the evaluators on the basis of the project document review and interviews with the ILO Project Team)

broader development goal (such as support to knowledge and tools sharing and disseminating of good practices).

4.3.4. Validity of the risks and assumptions upon which the project logic was based

Project assumptions and risks are identified at output and activity levels. Project Risk Matrix presents the risks and describes mitigating measures in line with the ILO Guidelines. Specific recommendations on assessing project risks were provided by the Evaluability Assessment and followed by the evaluators.

Overall, the assumptions articulated in the project documents hold true. They provide clear arguments (expecting cases specified in the table below) for the justification of the interventions and identify possible risks which might impede implementation of some activities or its delay. The results of the mid-term evaluation demonstrate that risk assumptions and mitigation measures outlined in the Risk Matrix are backed by the evidence from the local contexts and based on a thorough analysis of both national and sub-regional contexts in which the project operates. Thus, they are managed quite well by the project team and additional mitigation measures are not needed.

At the same time, the evaluation has revealed a number of risks which actually were faced by the project team, but have not been articulated in the Logframe and not addressed in the Risk Matrix. In particular, these risks include:

Table 9. Risks faces by the project but not included in the original Risk Matrix⁶⁹

| RISKS NOT INCLUDED IN THE MATRIX | OBSERVATION/ MITIGATION MEASURE |
|--|---|
| Political changes in the government resulted in significant changes in the composition/structure of key government stakeholders, delay in implementation and changes in the Steering Committees and other coordination structures. | This risk was faced by the project in Armenia. Output 1 and Output 2 are implemented on policy level and should not limit political risks only by the lack of political will but also include political changes including resignation of the government and/or changes as the result of elections. At present, this is the highest risk of the project which stays beyond the control of the Project Team and proper mitigation measures need to be developed by the Project Team ⁷⁰ . |
| Unwillingness/inability of the regional/local authorities to participate in the activities due to specific conditions put by the project. | This risk was faced in Amur region of the Russian Federation. Regional Ministry of Education refused to participate in SKOLKOVO activities due to inability to provide organizational and logistics support to the sessions. Clear criteria for participation should have been established and clearly communicated in advance, along with the mitigation measures identified. |
| Differences in expectations and visions of implementation modalities between the ILO and the Implementing Partner. | This risk is observed under Output 3, where SKOLKOVO expects more active role from the ILO side in promoting their tools in Viet Nam and Jordan. A more clear articulation of the specific type of support which can be provided by the ILO and better integration of the SKOLKOVO into other project outputs might be the appropriate mitigation measures to reduce the risk. |

The Mid-Term Evaluation specific observations on each of the risks, made in line with the suggestions of the Evaluability Assessment are provided in the Table 13 available at the Annex J of the report.

⁶⁹ Risks faced by the project but not included in the original Risk Matrix (identified on the basis of the key informants' interviews)

⁷⁰ In addition to No-cost Extension, revision of the workplan (changing the focus of the pilot activities from national to local or sub-regional levels which are not affected by changes in the national governments) might be the appropriate mitigation measures.

4.3.5. How well defined is the exit strategy?

From the side of the project, a well-thought exit strategy is outlined in the project document. The exit strategy is closely linked to the sustainability of the project and envisions four main elements which are thought to contribute to the phase out of the project:

- **Development of knowledge, skills and practical capabilities of key project stakeholders** who will be able to apply these skills in different national and/or sectoral contexts afterwards;
- **Development of knowledge, skills and practical capabilities of the individual professionals** in the development and application of occupational standards and qualifications as well as of skills assessment instruments- who will eventually strengthen the professional capacity of the organizations to which they belong;
- Close **alignment with other donor-financed projects on skill development and employment promotion** implemented in the participant countries. The project seeks to provide technical expertise to make an additional impact on sustainability via these long term interventions;
- Close **monitoring of different levels of capacity development in different areas of practice and recommending further actions** to continue the capacity development process after the end of the project.

The project acknowledges that capacity development is a complex process and that the project will not be able to achieve fully professional proficiency of the stakeholders in all areas targeted by the project by the end of the project. Thus, the project sets the minimum level of capacity to be developed by its end- which is **the ability to question the established practices and policies and get involved in their improvement in line with certain benchmarks such as the ILO HRD policy instruments, or internationally recognized principles and templates for developing competency standards and programs of study.**

From the stakeholders' side, however, there is a clear recognition of the need for further support, capacity building and networking which should go beyond the end of the project. The key informants' interviews conducted during field visits confirmed that the stakeholders highly value capacity building support provided by the project, see its benefits and would like to stay engaged in similar initiatives in the nearest future. The mid-term evaluation did not confirm that the minimum level of capacity was developed by the stakeholders in the participant countries at present.

Thus, to increase the impact and sustainability of the results, it is essential to continue close monitoring of different levels of capacity development of key stakeholders in different countries and actively seek the opportunities for results' handover/alignments with the initiatives on skill development and employment promotion – not only with other donor financed project, but also institutionalization in the national structures and curricular or possible engagement with the private sector initiatives⁷¹. The project has very high potential of enhancing its sustainability by incorporating additional elements of the exit strategy into its implementation at the current stage- knowledge sharing, peer learning and active dissemination of the products and results.

4.3.6. Flexibility and responsiveness of the project strategies to the emerging concerns

Overall, the project has been successful in adapting flexible strategies to respond to the emerging concerns of the stakeholders. Two major factors contributed to such flexibility. First, National Project Steering Committees (PSCs), with tripartite representation act as the key coordination mechanism on the

⁷¹ Another possibility to enhance the effectiveness of the exit strategy is to explore the partnerships with the educational establishments responsible for running professional training programmes for the civil servants. Project analytical products and training materials could be shared and used for development and upgrading existing professional training programmes for the government servants. Some examples of such training institutions include: Academy of Public Administration under the President of the Republic of Kyrgyzstan - <http://www.apap.kg/> , Public Administration Academy of the Republic Armenia - <https://paara.am/en/>, Agency of Civil Service under the President of the Republic of Tajikistan - <http://ahd.tj/en/>

national levels to ensure active engagement of key stakeholders into project planning and implementation and operational responsiveness of the project to the emerging needs of the constituents and partners. Secondly, the Donor of the project did not put any restrictive conditions on the operational modalities of the project, thus, allowing to adopt the needs-based approach and respond to the specific needs of the countries. The results of the interviews conducted during the field visits confirm that such an approach is highly valued by the stakeholders, because it allows the adjustment of implementation modalities of the project to the countries' specific needs and contexts, while keeping the global strategic focus common for all countries. Finally, it should be noted that such flexibility allows for the project to design and pilot different innovative models and then share them at the sub-regional level for peer review and discussion to facilitate mutual learning and exchange of experiences.

4.3.7. To what extent did the project mainstream gender equality and non-discrimination and inclusion of people with disabilities into its activities, outputs and outcomes?

As it was noted in the section 4.1.7 of this report, even though the Development Objective of the project is gender-sensitive, the project does not include gender equality at the Immediate Objectives level and their targets. The vertical logic of the project suggests three immediate objectives focused on strengthening national skills development systems, policies and strategies, but gender goals are not reflected in any of them. Gender issues are specifically addressed in the project at the output/activity level, as outlined in the table below.⁷²

Table 10. Outputs and activities specifically addressing gender issues

| OUTPUT | ACTIVITIES |
|---|--|
| Output 1.3. "Governments and stakeholders applied the acquired knowledge of effective TVET governance, including gender analysis , to improvement of their National Skills Development Councils (NSDCs)" | Activity 1.3.3. To develop practical capabilities of policy makers and stakeholders to apply principles of effective NSDCs through implementation of a gender-sensitive pilot and sharing its experience |
| Output 1.4. Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance" | Activity 1.4.2. To utilize the stock taking report for developing knowledge of TVET administrators and practitioners in principles of design and operation of effective, gender-sensitive systems of vocational guidance; Activity 1.4.3. To develop practical capabilities of policy makers and practitioners in reforming national systems of vocational guidance, including gender equality aspects , through participation in a pilot |

Addressing gender issues only at two output level is not sufficient to achieve the broader development goal of the project. If gender equality is sought at the development objective level, the gender mainstreaming strategy should have been better integrated in the Project design (particularly in the Project's Logframe) and include tangible results at the national / regional / sectoral level, for other outputs and going beyond gender disaggregated data of the number of trained participants.

Also, vulnerable groups⁷³ have been articulated in the project document as target groups. However, their needs were not fully integrated into the Project's Logframe and not explicitly addressed by the project

⁷² Outputs and activities which specifically address gender issues (based on the document review and interviews with the ILO Project Team)

⁷³ The Project document provides the list of the vulnerable groups such as groups facing the greatest barriers to finding or remaining in employment such as youth, women, long-term unemployed, low skilled workers, single parents, people with disabilities and older workers. Also, G20 Training Strategy identifies youth, lower skilled workers, workers with disabilities, rural communities as the groups facing greater difficulties in access to training opportunities.

interventions (at activity, output and outcome level). The results of the mid-term evaluation confirm the need for including specific activities aiming at sharing best practices (from the countries of the project and beyond) on non-discrimination issues and addressing the needs of the vulnerable groups to promote equal access to employment and inclusive growth will be beneficial for project countries, especially for Jordan, Kyrgyzstan, Tajikistan (gap analysis, sharing best practices, targeting vulnerable groups into pilots).

At the same time, some countries of the project (Russia and Viet Nam) could provide examples of how these issues have been addressed in their countries at policy, strategy and legislative level. In the Russian Federation, for example, one of the key tasks of the **State Programme on Creating Accessible Environment for 2015-2020** is to ensure equal access of the persons with disabilities to professional development and employment⁷⁴. Also, **Federal Project Promotion of women's employment - creation of conditions for pre-school education for children under three years of age**⁷⁵ and **National strategy for action in the interest women to 2017 – 2022** envisions adoption of additional measures aimed at increasing employment women, as well as to creating conditions for their career and professional growth.

4.3.8. How the findings of the Evaluability Assessment were used during the Mid-Term Evaluation?

Since the Evaluability Assessment (EA) for the project was completed one month before the start of the Mid-Term Evaluation, the ILO Project team did not have sufficient time to implement its recommendations. Still, the Evaluability Assessment has proved to be highly useful for the Mid-Term Evaluation as it laid the general methodological ground for the exercise and provided highly useful suggestions of specific focus areas for the Mid-Term Evaluation. In particular, the Evaluability Assessment suggested several focus areas for the Mid-Term Evaluation which are listed in the table below, along with the actions undertaken by the evaluators.

Table 11. Addressing recommendations of the Evaluability Assessment for Mid-Term Evaluation⁷⁶

| Evaluability Assessment Recommendations for the Mid-Term Evaluation | Addressed by the Mid Term Evaluation |
|---|--|
| Give attention to assessing what else might be done in the time remaining to maximize project impact. This might include identifying additional project activities that could link intermediate outcomes to the achievement of the development goal | Specific recommendations provided on additional activities which could be implemented in the remaining time frame of the project to enhance its impact |
| The evaluation should explore how well the potential for coordination and synergy which were identified in the project document was realised in each participating country | Assessment of the level of coordination and synergies achieved was done, country- specific observations provided in the section 4.3.9 |
| The extent to which the risks identified in the project document were effectively managed could be part of the evaluation | Risk management is assessed and addressed in the section 4.2.4 of the Report (incl. Annex L) |

By addressing specific suggestions made by the Evaluability Assessment and linking recommendations made by the Evaluability Assessment with recommendations of the Mid-Term Evaluation, the evaluators seek to secure common grounds and continuity of the evaluation process for the benefit for the project.

Key findings on validity of design: Project design, results framework and indicators are valid and responsive to the emerging concerns. However, some modifications for the indicators/targets would be beneficial to better capture project progress, especially at the outcome level, gender equality and non-discrimination.

⁷⁴ <http://static.government.ru/media/files/6kKpQJTEgR1Bmijiyqi6GWqpAoc6OmnC.pdf>

⁷⁵ https://rosmintrud.ru/ministry/programms/professional_education2

⁷⁶ Recommendations of the Evaluability Assessment for Mid-Term Evaluation and how they were addressed

4.4. Effectiveness

Effectiveness- the extent to which the project can be said to have contributed to the development objectives and more concretely whether the stated outputs have been produced satisfactorily; in addition to building synergies with national initiatives and with other donor-supported projects.

4.4.1. To what extent has the project been making sufficient progress towards its planned results (intended and unintended, positive and negative)?

As of November 30, 2018, the project is making sufficient progress towards its planned results. The assessment of the actual progress versus the work plan reveals that approximately 70% of the targets at output levels for the current period are met⁷⁷. In terms of meeting targets on participation in capacity development activities, the overall accomplishment rate is 77%, with participation in knowledge and skill development activities and practical capacity building activities reaching 90% and participation in the knowledge sharing events is about 17% towards project's planned results.

To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies (Immediate Objective One), three stock-taking reports and two methodologies for analysis of demand and supply side of TVET systems were produced, widely shares with key national stakeholders and discussed during national and sub-regional workshops in Armenia, Kyrgyzstan, Tajikistan and the Russian Federation. All knowledge products (including videos of the sub-regional workshops) are available on Project's web pages. As a result, a total 345 policy-makers, constituents, experts and other stakeholders enhanced their knowledge on international HRD instruments and its application into national strategic planning, managing supply and demand in TVET delivery and good governance of national skill development systems on national and regional levels. Finally, a total of 32 policy makers and stakeholders developed practical capabilities on TVET Strategic planning and reforming NSDCs through participation in two pilot activities in Kyrgyzstan. As a result of these pilot activities, ***TVET Strategic Development Plan and Performance Indicators*** aligned with the international standards policy and a ***Decision for improving regional governance*** were developed and proposed for implementation in 2019.

To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments (Immediate Objective 2), one stock taking report on development of occupational standards, qualifications and skills assessment instruments produced in English, translated into Russian and shared. Also, STED methodology was revised and STED research on livestock subsector in agriculture (focusing on pig farming) in Viet Nam was completed. These products were used as a knowledge base to improve the knowledge of 402 stakeholders on good governance principles in TVET at the sectoral level, developing competency-based approach in developing occupational standards, assessment tools and training programs and STED methodology in Viet Nam and Jordan. Finally, a total of 48 senior staff from TVET institutions and businesses in Viet Nam are currently engaged in pilot activities on improving TVET-industry linkages through establishing Public-Private Partnerships (PPP) in Tourism and Hospitality Sector and collaborating in development and application of the assessment tools, training programmes and occupational standards in two occupations in Tourism & Hospitality Sector ('Housekeeping' and 'Front desk', according to ASEAN standards). In Jordan, the ongoing pilot activities are aimed at setting up and operating Sectoral Skills Councils which involves drafting relevant documentation, including development proposals for sectoral TVET policies and strategies. The latest achievement in this area is the adoption of the Decree for three Sectoral Skills Councils by the Government of Jordan. The latest achievement on the policy level in this area is the adoption of the Decree for three

⁷⁷ The details on the progress per outputs are summarized in the Attachment J.

Sectoral Skills Councils by the Government of Jordan. The results of the pilot activities in Viet Nam and Jordan are to be finalized and shared in 2019.

To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions and selected sectors of the Russian Federation, and in selected participant countries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts (Immediate Objective 3), a total of three training tools/programmes upgraded (SKOLKOVO Skill Foresight Technology tool and SKOLKOVO modular based TVET institution manager retraining program as well as ITC/ILO Training Programme “Management of Training Institutions”). On the basis of SKOLKOVO upgraded training programmes, a total of 355 TVET managers were trained in three regions of Russia. As a result of the Skill Foresight Sessions, networking and local level cooperation on revision of existing occupations, qualifications, and related training programs enhanced in Krasnoyarsk. In Khabarovsk, seven educational programmes for TVET institutions were developed by the participants of the training programme. Finally, a first group of 21 Russian-speaking trainees was trained at ITC/ILO. Finally, the negotiations on institutionalising SKOLKOVO computer simulator educational tool are ongoing, with Vietnam committing to introduce the programme in four regions with continued TOT support from the project. For Armenia, National Center of VET Development is being considered for transferring the educational tool at the national level.

The Mid-Term Evaluation did not identify any negative results of implementation; the results of the key informants’ interviews confirm that project results are perceived positively by the stakeholders in all countries. Detailed analysis of the current progress on output levels is present in the Table 16 available as Annex M of the report.

To sum up, since the main focus of the project is to build capacities of TVET policy makers and practitioners, it can be concluded that by its mid-term, the project has managed to build a solid knowledge base and initiate a number of significant pilot activities in Kyrgyzstan, Viet Nam and Jordan which already sow some effect on policy level in Kyrgyzstan and Jordan. The success of the project will depend on the actual results of the pilot activities and the effects produced by implementation on policy and institutional levels.

4.4.2. Is the project likely to achieve its planned long-term and medium-term outcomes by the end?

At present, the targets set for the project outcomes are not concrete and the means of verification are not identified. Thus, as rightly noted in the Evaluability Assessment, the evaluation would need to rely on the output level data and assume that the achievement on the outcomes results from the aggregate effect of the achievements at the output level. The Mid-Term Evaluation confirms the project is likely to achieve its planned results long-term and medium-term outcomes by the end of the project if the success is judged by the delivery on outputs. At present, the targets on key success indicator- capacity building activities - are achieved above 50%, targets on production and dissemination of knowledge products are also achieved above 50%, and the results of the pilot activities also show emerging effects on policy levels (two policy proposals developed in Kyrgyzstan and the Decree for three Sectoral Skills Councils adopted by the Government of Jordan). However, to fully capture the progress at outcome level in all countries, currently set output level indicators are not sufficient.

At the same time, the Sustainability and Exit Strategy of the project sets the minimum level of capacity to be developed by its end as the ability ***to question the established practices and policies and get involved in their improvement***. Participation in the pilot activities under the Immediate Objectives 1 and 2 is seen as the highest level of capacity development within the project. Thus, it could be anticipated that the application of knowledge and skills through participation in the pilot activities would enable the beneficiaries to develop ***specific policy proposals for improving existing skill development systems, strategies, tools and programmes***. Thus, a clear indicator of the developed practical capabilities will be specific policy proposals produced as a result of participation in the pilot activities under the Immediate

Objectives 1 and 2⁷⁸. As for the Immediate Objective 3, institutionalization of the training programmes and tools developed by the project (SKOLKOVO and ITC/ILO) in the TVET training systems could also be a specific, tangible and verifiable result at the outcome level.

Given the fact that political changes may result in the changes in key government stakeholders (project beneficiaries), it would not be effective to invest only in capacity building strategy aimed at raising the professional level of policy makers. Therefore, the project should strive to achieve tangible results at the outcome levels which could be measured by **development and adoption of gender sensitive and inclusive policies** by the end of the project. It was noticed by the evaluators that the ILO has set rather modest targets on the number of policy proposals to be developed for the project goals. At present, the highest target set in the project is for Output 1.1. is “*At least 3 countries beneficiaries developed proposals for changing of their TVET strategies and/or indicators in line with ILO HRD requirements and UN SDGs, by end of Jun 2019*”.

Given the capacity of the ILO and its unique position to work directly with the governments, the targets for outcome levels could be formulated in a more ambitious manner. The tangible success results would not only be the development of the policy proposals, but their adoption as only this would bring change to the ultimate beneficiaries (not to forget about successful implementation). Thus, the target for the outcome levels could be set as **at least one gender sensitive and inclusive policy proposal developed and adopted in each country of the project**.

Thus, if we accept the number of specific policy proposals/recommendations developed as a result of participation in the pilot activities as the outcome level results, the Mid-Term Evaluation findings confirm that at present the project shows quite high potential to achieve long and medium-term outcomes on this indicator as follows:

Table 12. Potential for achieving outcomes by the end of the project

| OUTCOME | OUTCOMES LIKELY TO BE ACHIEVED |
|---|---|
| <i>On Outcome 1. Governments’ and stakeholders’ capacity to develop and implement skills development policies and strategies in line with ILO HRD and UN SDG policy benchmarks strengthened</i> | <ul style="list-style-type: none"> ▪ Policy proposal for TVET Strategic Development Plan and Performance Indicators, Kyrgyzstan ▪ Policy proposals on the baseline indicators for Mid Term Programme on Social Development (2016-2020) and Action Plan, aligned with the SDGs and other international benchmarks, Tajikistan ▪ Policy proposal for improving regional decisions for improving regional TVET governance proposed for implementation in 2019, Kyrgyzstan |
| <i>Outcome 2. The capacity of sectoral organizations and of competent bodies to understand, design and apply occupational standards, vocational qualifications, and competency-based training programs developed</i> | <ul style="list-style-type: none"> ▪ National assessment tool for two occupations in Tourism & Hospitality Sector, Viet Nam ▪ Set of occupational standards for primary vocational level training for pig farming, Viet Nam ▪ Government Decree for three Sectoral Skills Councils, Jordan |
| <i>Outcome 3. The methodology of skills foresight and the TVET institution manager training programs are upgraded, approved and applied in five regions of Russian Federation, and in selected countries-beneficiaries</i> | <ul style="list-style-type: none"> ▪ SKOLKOVO training tools are adopted on the national level in Viet Nam, Jordan and Armenia |

⁷⁸ These proposals can be regarded as specific actions taken to improve Skill Development Systems, strategies and programs and connect the outcome of the project with the indicator of the ILO performance under Outcome 1 of the ILO Programme and Budget.

- Results of SKOLKOVO SFT activities in the regions of the Russian Federation submitted to the Ministry of Education for analysis and potential application at the federal level

At the global level, given the interconnectedness of all three outcomes, it is also paramount to secure sufficient time (at least four-six months of project extension) for the project staff, project partners as well as key stakeholders from all sectors to observe and evaluate the results of the activities, to review and assess their overall impact, to document these changes and develop recommendations to inform future policy and practice on Skills Development. Only in this case the immediate results produced by the project would be able to produce a meaningful impact at the outcome level of the project.

4.4.3. Have there been any significant contributing factors or obstacles that have led to this result? If there are any deviations/delays, what are the reasons?

Similar to the first phase of the project, the actual start of the project was delayed. It started on July 01, 2017, following the formal approval of the Project Document at the first session of the Project Advisory Committee held on June 30, 2017⁷⁹. The ILO Project Management Team, with active support from the ILO Country Offices has managed to launch preparatory processes in the field quite effectively and this initial delay has some minor impact on current progress.

Apart from the initial slight delay with the start of the project, no significant obstacles or factors which led to serious deviations were identified for **Viet Nam, Kyrgyzstan and Jordan**. In these countries, the project has been implemented smoothly and mainly on track.

In **Armenia**, political unforeseen challenges and government resignation have been the main significant factor which contributes to the delay in project implementation. However, the project managed to quickly re-adjust to the changing political situation, renegotiate operational modalities with the key stakeholders and revise the workplans. At present, pilot activities are planned for 2019 and the Steering Committee and Technical Working Group show high degree of commitment to project implementation.

In **Tajikistan**, the major factor which contributed to the delay was the decision by national stakeholders to await the results from the implementation of the pilot on demand and supply analysis of the regional labour market in Kyrgyzstan, so as to learn from this experience and thereafter, design and implement piloting activity. At the sub-regional workshop on Alignment of Strategic Indicators with the International Standards in Bishkek on 15-16 November 2018 participants from Tajikistan confirmed their strong interest in the project activities piloted in Kyrgyzstan and scheduled a set of activities to accelerate the project implementation in the first half of 2019.

In the **Russian Federation**, implementation of the project in Amur region was canceled due to the unwillingness of the regional government to participate in training sessions.

Finally, at a global level, differences in expectations and visions of the supporting ILO role for the **SKOLKOVO component** seems to be the main factor, which might impede the achievement of the results of the project. Enhanced communication between the ILO and the implementing partner is needed to clarify the type of support which can be provided by the ILO as well as discussion of existing limitations and institutional challenges and the ways to address them by both the ILO and SKOLKOVO.

4.4.4. To what extent has gender mainstreaming been addressed in the design and implementation of the project?

As already noted in the sections 4.1.7 and 4.2.7 above, gender equality was introduced as the fourth building block of the second phase of the project. Four main elements have been incorporated into its

⁷⁹ Fully-fledged project document was submitted to the members of the PAC on May 11, 2017 and approved at the first PAC meeting on June 30, 2017.

design and implementation to ensure gender mainstreaming. In the table below, the main findings on the actual results of gender mainstreaming achieved by the project at present are provided.

As it can be seen from the table, the project is achieving its targets on gender equality in decision-making as well as beneficiaries' participation. Global gender performance rates were set at 30%, which is achieved. At the same time, there are some significant differences at country level, with some countries showing a high share of female participants in the National Steering Committees (NSCs) structures and overall participation in the events, while others have much lower rates of female engagement. Thus, for the project management, it is essential to consider not only global level achievements, but pay attention to performance on gender-sensitive indicators at the country level. It is also important to include gender sensitive data into progress reporting, which is not done currently.

Also, the results of the content analysis of gender sensitive components of the projects' outputs show that at present, gender issues have been tackled only marginally in project implementation, because the main activity which addresses gender issues has not been implemented so far. Therefore, it is essential for the project to ensure that the activities under the Output 1.4 are implemented, its results analyzed and shared, to complete the task of gender mainstreaming at the output level.⁸⁰

Table 13. Current status of gender mainstreaming

| ELEMENT | CURRENT STATUS |
|--|---|
| Gender equality in decision-making (corresponding indicator: percentage of women-members of the project Steering Committee members) | Gender balance analysis of the National Tripartite Project Steering Committees composition, Russia and Viet Nam are leading on women representation, with the share of women 50% or more. Good progress towards gender equality is shown by Armenia and Kyrgyzstan (share of women is more than 35%). Finally, Tajikistan and Jordan show women presentation less than 35% in the decision making bodies. Overall gender balance performance on the NSCs level is higher than 35%-target is achieved. |
| Gender equality in beneficiaries' participation in project capacity building initiatives (corresponding indicators: percentage of women – participants of capacity building activities) | In terms of participation in the project capacity building activities, Kyrgyzstan has the highest share of women-participants (63%). Armenia and Russia show 48% rate of female participation, while for Viet Nam, the rate is 36% and in Jordan, only 25% of participants are women. For Tajikistan, calculation was note done, because the M&E Matrix was not shared. Overall gender participation rate in capacity building events (excluding Tajikistan) for the project on a global level is 44%, target is achieved. |
| Data management: data entered and maintained in the project M&E information system will be sex disaggregated | Data entered and maintained in the project M&E system is sex disaggregated. At present, all countries except Tajikistan enter data in the M&E Matrix, with disaggregation by sex. For Russia (SKOLKOVO component), M&E framework is not used, but it is possible to disaggregate data by sex based on the information provided in SKOLKOVO reports. Finally, sex disaggregated data is not reported in the donor progress reports, only total number of participants and the number of individual participants are reported. Gender sensitive data management is done and needs to be reflected in progress reports. |

⁸⁰ Current status of gender mainstreaming in design and implementation (compiled by the evaluators on the basis of the document review and key informants' interviews)

| | |
|--|---|
| <p>Including gender-responsive components in project activities and outputs</p> | <p>The project has two outputs (Output 1.3 & Output 1.4) which specifically address gender issues and include gender sensitive targets. At present, implementation of the Output 1.4⁸¹ has not been started yet. As for the Output 1.3, gender responsive components were included in the activity.⁸² As for other Outputs, gender issues were touched only marginally. Thus, under Output 1, three analytical reports discussed gender-sensitive indicators. Under output 2, presentation on gender approach was made during STED training workshop in Viet Nam on 22 to 24 November 2017 (44 participants, 45.45% are female). Implementation of Output 1.4 is essential to achieve the meaningful level of gender mainstreaming in the project.</p> |
|--|---|

At the same time, since the G20 Training Strategy explicitly articulates gender equality as one of the key building blocks of the robust training and skills strategies and policies, securing gender equality at the level of the development goal of the project would be highly beneficial. Currently, the following measures aimed at gender mainstreaming are missing in the project implementation at present:

1. Highlighting G20 Training Strategy gender priorities for the strategic exercises of the project, documenting and sharing good emerging practices existing on the national levels in achieving gender equality and bring them as achievements;
2. Defining outcomes that are gender sensitive (for all countries) and gender transformational (for countries with lower gender participation rates) as well as examine the impact of the interventions/activities on women, men, boys and girls;
3. Ensuring that gender is mainstreamed across all outputs, indicators, results and targets, include at least one gender specific immediate objective;
4. Ensuring that gender expertise is available for all activities and outputs implemented (when activities are planned, agendas for the workshops discussed, decisions on the pilots made);
5. Project staff is trained on applying gender mainstreaming strategy, emerging training needs are addressed in a timely manner.

4.4.5. To what extent has the project adapted its approach to specific country contexts? Has it been responsive to political, legal and institutional challenges where it operates?

The project is well-adapted to the specific country contexts and national situations. The project has proved to be responsive to legal and institutional challenges and yet resilient to political challenges, keeping its focus and orientation intact. Current project design allows bringing together different stakeholders and elaborating flexible approach tackling the challenges labour market and TVET systems face in the participant countries.

The results of the mid-term evaluation confirm that the project was quite effective in finding the right balance between flexibility in addressing the emerging needs of the stakeholders and keeping strategic focus on key priorities and measurable outcomes. Key informants interviewed in the countries showed unanimity in acknowledging flexibility of the project and its ability to adapt to local environments and contexts as one of its key advantages. Also, the informants have appreciated the advantage of the project

⁸¹ Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance.

⁸² Activity 1.3.3. To develop practical capabilities of policy makers and stakeholders to apply principles of effective NSDCs through implementation of a gender-sensitive pilot and sharing its experiences. The activity was completed and experiences on selecting strategic objectives and related indicators, applying the ILO method to calculation of NEET rate, adopting data collection procedures and applying gender sensitivity in planning shared at the national pilot completion workshop: TVET strategic objectives for Kyrgyzstan, 15-16 November 2018, Bishkek, Kyrgyz Republic. Presentation "Process of developing of TVET strategic plan aligned with international HRD policy instruments" (Sydykova Zauze, Kyrgyzstan)

as an external, quality look on the development of the national TVET system and the ILO expertise. As one of the examples of the project ability to effectively address the emerging needs of the participant countries, focusing on the competency based training approaches and programmes for human capital development and sharing international expertise was mentioned by Russian, Vietnamese, Tajik and Armenia informants.

4.4.6. To what extent do the project management capacities and arrangements put in place, support the achievement of the expected results? How effective is the centralized management approach?

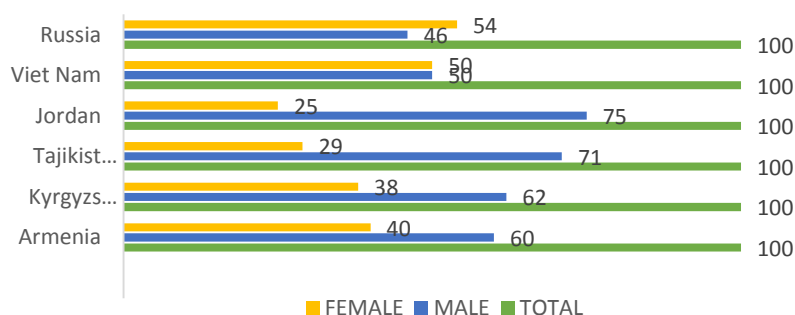
Taking into account the global nature of the project, the project management arrangement and capacities, which were put in place by the ILO are found to be appropriate and supportive to the achievement of the expected results. In particular, the project has managed to secure a balance between global, national and technical levels of involvement, as well as ensure proper governance of the project. Thus, current project structure involves three levels: high advisory (Project Advisory Committee), national (National Project Steering Committees) and technical (Working and Thematic Technical Groups). All three levels are interconnected with each other to streamline implementation in a coherent manner, while staying flexible and responsive to the national contexts and needs.

In the first phase of the project, the project had two different management structures split between CIS countries and Jordan and Viet Nam. In the second phase, the project is managed by a centralized Project Management Unit, which has shown to be more effective in securing coordination and keeping strategic focus and orientation of the project streamlined and coherent for all countries. The mid-term evaluation did not reveal any concerns with regard to the current project management arrangements and overall management approach. In addition, management capacities were seen to be of the level to ensure effective project implementation.

4.4.7. How effective is the work of the Steering and Advisory Committees in the countries? What are the problems and what are the examples of good practices which could be shared?

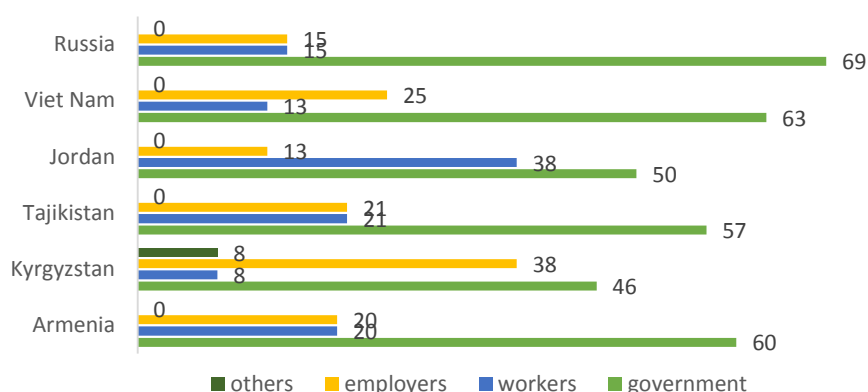
Collected evidence shows that the work of the National Project Steering Committees (NPSC) in the countries is paramount to the successful implementation of the project. Overall, the project has been effective in securing participation of key constituents in the work of the NPSC in all countries, as well as ensuring proper women presentation among their members. Thus, the target of a minimum of 30% of female representation at the global level has been achieved, with Russia and Viet Nam recording women representation at 50 per cent. As for the Constituents’ representation in the Project Committees at the global level, government accounts for 57%, Employers 23% and Trade Unions 18%. More details are in the Figures below.⁸³

Figure 1. National Tripartite Project Steering Committee members, by gender (in%)



⁸³ Calculations of the evaluators on the basis of the lists of the NPSCs members provided by the ILO Project Team.

Figure 2. National Tripartite Steering Committee members, by the type of Constituents (in %)⁸⁴



As the results of the mid-term evaluation show, National Project Steering Committees have been quite effective mechanisms to ensure the involvement of key national stakeholders in the implementation of the project, as well as to reinforce social dialogue and practical involvement with the key constituents on development and piloting skills development initiatives.

National Steering Committees (NPSCs) are established to monitor and coordinate Project activities and provide a regular consultative forum where Project activities and issues of stakeholder liaison and coordination can be discussed. The M&E Plan suggests that the NPSCs will meet once every six months or at such other intervals as may be decided by the members, to discuss key issues related to project planning, implementation and coordination. National Progress reports show that the NPSCs meetings are conducted at different intervals in different countries, with the highest number of meetings conducted in Viet Nam. At the same time, the effectiveness of the work of the NPSCs depends to a large degree on the activities conducted by the Technical Thematic Working Groups (TT WGs). TT WGs are formed on a needs basis in each project country to address technical issues related to project implementation, to develop and propose solutions for project interventions. NPSCs are involved in the formation of the TT WGs and guide the work of these groups. TT WGs include representatives of relevant governmental bodies involved in skills development, technical experts, employers, representatives of TVET institutions and other agencies or entities which possess technical expertise needed for the project. As of November 30, 2018 a total of 24 TT WG meetings have been conducted under the Immediate Objectives 1 and 2. More details are provided in the table below.

Table 14. Statistics on the Technical Working Groups meetings, by country⁸⁵

| COUNTRY | NO OF MEETINGS CONDUCTED |
|-------------------|---|
| ARMENIA | 3 meetings (on Dec 25, 2017; Jan 11 and Mar 7, 2018) |
| JORDAN | no formal TT WG meetings conducted |
| KYRGYZSTAN | 5 meetings (on Mar 20; May 16, Jun 12, Jul, and Nov 2018) |
| TAJIKISTAN | 1 meeting (on Jan 24, 2018) |
| VIET NAM | 15 meetings (on Jan 4, 10; Mar 14, 22, 30; Apr 7; May 12, 17; Jun 03; Jul 7,8; Aug 29; Sep 27; Oct 20; Dec 2, 2018) |
| RUSSIA | No meetings- TT WGs are not formed |

⁸⁴ Calculations of the evaluators based on the lists of the NPSCs provided by the ILO Project Team.

⁸⁵ Statistics on the Technical Working Groups meetings, by country (based on the project progress reports and verified by the key informants' interviews)

The examples of the work of the NPSCs and relevant TWGs from Kyrgyzstan and Viet Nam could be shared as good practice. In these countries, the members of the NPSCs and TWGs on piloting activities have managed to organize the work in a highly collaborative manner, using both formal and informal communication channels and staying actively engaged during the whole cycle of the activity.

4.4.8. Has the project made strategic use of coordination and collaboration with other ILO projects and with other partners to increase its effectiveness and impact?

The project has been quite effective in making strategic use of coordination and collaboration with other ILO projects in the participant countries as well as with other partners to increase its effectiveness and impact. Close alignment with other donor-financed projects on skills development and employment promotion has been defined as one of the elements of sustainability and exit strategy of the project. Thus, the project was quite active in seeking synergies with other partners to increase its effectiveness and impact. Examples of the specific synergies secured with the development partners are listed in the section 4.3.9 below.

4.4.9. How effectively are synergies built with national initiatives, with other donor supported projects in the countries? How is UNCT cooperation utilized?

The project has been quite effective in building synergies with existing national initiatives as well as utilizing expertise of past and on-going projects supported by other donors in the participant countries. The highest level of synergies has been secured with the development partners working in the area of skill development systems reform. For example, in Kyrgyzstan, the project actively cooperates with the ADB, building upon the results of the Vocational Education and Skills Development projects implemented by the ADB. Also, in Viet Nam, GIZ experience and tools are used in the work on development of the assessment tools and occupational standards. In Jordan, the SSCs were set-up with the help of the project and the ToRs for the SSC was developed in cooperation with GIZ and EBRD. It was delivered as a part of on-going national TVET reform which enhance sustainability of the actions.

At the same time, no examples of active synergies with UNCTs or UN Agencies within ongoing projects were found. The project mainly keeps information exchange and general coordination for joint events with UN partners in the countries. More active engagement with the UN Agencies in the countries will be beneficial, in order to enhance the impact of the project as well as to leverage the ILO position, especially within the current context of UN Reform.

Specific examples of coordination and synergies achieved in the countries are provided in the table below, based on the list of initial cooperation presented in the project document.

Table 15. Synergies with other projects implemented in the project countries

| COUNTRY | COORDINATION WITH OTHER DONORS/PROJECTS |
|------------|--|
| ARMENIA | EU: Better skills for better jobs (2017-2020) GIZ: Private Sector Development and Technical Vocational Education and Training, South Caucasus (2017-2020) |
| JORDAN | The evidence of coordination with EBRD and GIZ was found. ILO, EBRD and GIZ working closely to support SSC and developing ToR for SSC. EBRD support SSC in hospitality and tourism, GIZ (energy and logistics) EU: Technical Assistance to the Skills for Employment and Social Inclusion Programme, Phase 2 of ETVET reform (2017) UN and international agencies (UNDP, NRC, DRC, CARE, Mercy Corp, etc.): support the host communities affected by Syrian refugee crisis |
| KYRGYZSTAN | ADB: Second Vocational Education and Skills Development Project (2012-2019), Skilling and Entrepreneurship for Inclusive Growth Sector Development Program (2016-2018), Skills for Inclusive Growth Sector Development Program (2017-2021) |

| | |
|-------------------|---|
| | GIZ: Professional education and vocational training in Central Asia (2010-2018) |
| TAJIKISTAN | ADB: Strengthening Technical and Vocational Education and Training (2013-2018), Skills and Competitiveness Sector Development Program (2018-2020) |
| VIET NAM | GIZ: Centres of excellence for vocational education (2010-2020), Policy advice and systemic reforms (2010-2020) ADB: Skills and Knowledge for Inclusive Economic Growth Program (2018-2020) Lux-Dev: applying Skolkovo simulator training programs Australian Embassy: sectoral cooperation and Sector Skill Councils Danish Embassy: sharing experiences on public-private partnerships on TVET reform |
| RUSSIA | Federal Project “Young Professionals 2018-2024” (incl. WorldSkills Russia) Krasnoyarsk Regional Programme “Development of agriculture and regulation of markets for agricultural products, raw materials and food for 2014-2020” |

At the same time, the following initiatives were mentioned by key informants which are relevant to the project in Russia, but cooperation is not established. The project can explore the possibility of cooperation with the following initiatives in Russia:

- **Abilimpics** – National championship on professional mastery between persons with disability
- **Ticket to the future** (within World Skills Russia) – project of early professional orientation of school pupils (initiated by President of RF Mr. Putin)
- **System of independent assessment of qualifications** - initiated by the National Agency on the Development of Qualifications, independent centers of qualifications are formed at the Chambers of Commerce
- **Development of the Councils on professional qualifications and professional standards** - initiated by the National Agency on the Development of Qualifications, with participation of employers

4.4.10. How effectively did the project monitor performance and results? Had M&E plan been implemented in a consistent manner? If not, what are the reasons?

To support project implementation in the second phase, a robust Monitoring and Evaluation Framework for the project was developed at the inception phase, which provides a detailed description of key monitoring and evaluation elements for the project, including specific M&E instruments (Workplans, Performance Measurement Framework). Also, the M&E Framework identifies operational procedures to be implemented to monitor the project performance.

At the national level, the M&E Plan is implemented in a consistent manner in **Viet Nam, Jordan, Kyrgyzstan, Armenia**. In these countries, National Project Coordinators are responsible for project implementation, data collection and monitoring of the results at the Activity/Output levels. Using a Performance Measurement Framework template, data is collected and verified on a regular basis and is used to prepare progress reports. At the same time, for **Tajikistan and Russian Federation**, monitoring is conducted in a different manner. For Tajikistan, due to the absence of a National Project Coordinator, initial data collection is done by a Consultant, while monitoring is performed at the Project Management level. For Russia, there is no M&E plan applied, while SKOLKOVO uses its own monitoring and reporting templates, in line with the Implementation Agreement. As a result, reporting data from SKOLKOVO is collected via progress reports, as the Performance Measurement Framework (PMF) is not used.

At the global level, the M&E Plan has been implemented consistently. Annual progress reports are prepared on the basis of the country progress reports and PMF to inform the PAC and NPSCs on the progress against the indicators/targets, including an outline the plans for the subsequent year of implementation. In addition to reporting, critical reflection activities are conducted such as team meetings, backstopping missions, workplan development and review. Finally, the ILO Project Management



Team has developed and actively uses project internal collaboration space (based on SharePoint and Outlook tools and placed at the ILO intranet) as an additional project monitoring and coordination mechanism. This collaboration space allows not only sharing and working on key project documents, but also uses a joint calendar for planning purposes as well as collecting additional data/information in an effective and efficient manner.

4.4.11. To what extent are the project interventions contributing (or not) to the relevant SDGs and related targets? If relevant SDGs were not identified in design, can a plausible contribution to the relevant SDGs and related targets be established?


Even though key project documents and progress reports do not explicitly identify the links between the project interventions and relevant SDGs, a plausible contribution to the relevant SDG can be established. In particular, at the policy development level, the project is providing support to the alignment of the national strategies and policies to the 2030 Development Agenda. The expert methodological support in conducting evidence-based assessments, developing national M&E Frameworks, systems and indicators not only monitors the implementation of national strategies and plans, but also aligns them with countries’ national efforts in reporting on SDGs. At the policy implementation level, the project supports the efforts on reforming TVET systems, which directly contribute to the achievement of SDGs 4, 5, 8. Finally, with the piloting and promotion of effective public, public-private and civil society partnerships in skills development, regional and global knowledge sharing and peer-to-peer learning among the participant countries, the project can serve as an emerging good practice on promoting international cooperation and partnerships for skills development at a global level (SDG 17).

The activities and outputs listed below provide some illustrative examples of how the project contributes to the achievement of SDG #8 Decent work and Economic Growth, SDG #4 Quality Education, SDG #5 Gender Equality and SDG #17 Partnerships.

Table 16. Examples of project activities contributing to specific SDGs⁸⁶

| SDG GOAL | PROJECT’S ACTIVITY |
|--|--|
|  <p>SDG #4 Quality Education</p> | <ul style="list-style-type: none"> • Sub-regional Pilot Completion Workshop “Alignment of TVET Strategic Objectives and Performance Indicators in line with International HRD Policy Instruments”, 15-16 November 2018 Kyrgyz Republic • Russia: TVET manager retraining program «Managing the changes in the TVET system to strengthen regional economy» was developed and implemented in Khabarovsk region (4 modules were conducted) |
|  <p>SDG #5 Gender Equality</p> | <ul style="list-style-type: none"> • Viet Nam: 14 participants from 12 TVET providers and 20 participants from governmental bodies with 55% female participants from the Tourism and Hospitality (T&H) Sector were trained on the competency-based (CBT) approach in developing occupational standards, assessment tools and training programs. All these activities were led by the Directorate of Vocational and Educational Training (DVET) under the Ministry of Labor, Invalids and Social Affairs (MOLISA) and by Ministry of Culture, Sports and Tourism (MOCST). The TVET providers focus on T&H sector and include both public and private institutions and international schools • The Project has engaged to date 30 external collaborators including 15 females who have well over 100 years of cumulative experience in the substantive subject areas addressed by the Project with most of them having completed masters’ and doctoral levels of education |

⁸⁶ Examples of project activities which contribute to specific SDGs (compiled by the evaluators on the basis of document review and key informants’ interviews)

| | |
|---|--|
|  | <ul style="list-style-type: none"> • Stock-taking reports and Four national reports on Alignment of strategic objectives and indicators of skills development to the international HRD policy recommendations (Armenia, Kyrgyzstan, Tajikistan and Russian Federation, Jan 2018) • Three series of National Technical Thematic Working Group training & consultation meetings on alignment of strategic objectives and indicators conducted in Armenia, Kyrgyzstan and Tajikistan (Oct 2017 – Mar 2018) • One sub-regional training workshop on Alignment of Strategic Objectives and Performance Indicators for the CIS Project Countries (Mar 2018) • One pilot on Alignment of Strategic Objectives and Perf. Indicators completed in Kyrgyzstan in Nov 2018 • Round Table: Alignment of strategic objectives and indicators of skills development to the international HRD policy recommendations and experience (Armenia)⁸⁷ • Round Table: Discussion of the results of analysis of national skills development strategic objectives and related indicators and the need of their alignment to international HRD recommendations (Kyrgyzstan)⁸⁸ |
|  | <ul style="list-style-type: none"> • Armenia: Computer simulation-based training course on Management of TVET Institutions was piloted at Yerevan IT College during the 1st phase of the Project implementation. As a follow up of the successful pilot implementation, it was decided to transfer the training tool from the college level to the national level • The 'Management of Training Institutions' training program developed by the ITC ILO, Turin, adapted and translated into Russian and the trained Russian-speaking TVET institution managers from Project Countries at ITC ILO, Turin have acquired advanced TVET Institution management skills and international exposure • Training Workshop "Alignment of strategic objectives and performance indicators for skills development to the international Human Resource Development (HRD) policy recommendations and experience of G20 countries". March 27-28, 2018, Moscow, Russian Federation |

For project reporting purposes, it would be good to identify the links between the project activities and relevant SDGs /targets or develop a special section in the progress and final narrative reports on how the project contributed to the achievement of the SDGs in the participant countries. For visibility purposes, development of case studies or communication products (for instance short videos or animations) labelled explicitly as “project support to SDGs” can also be considered.

4.4.12. How effective is the project communication strategy? How effective is the knowledge management strategy?

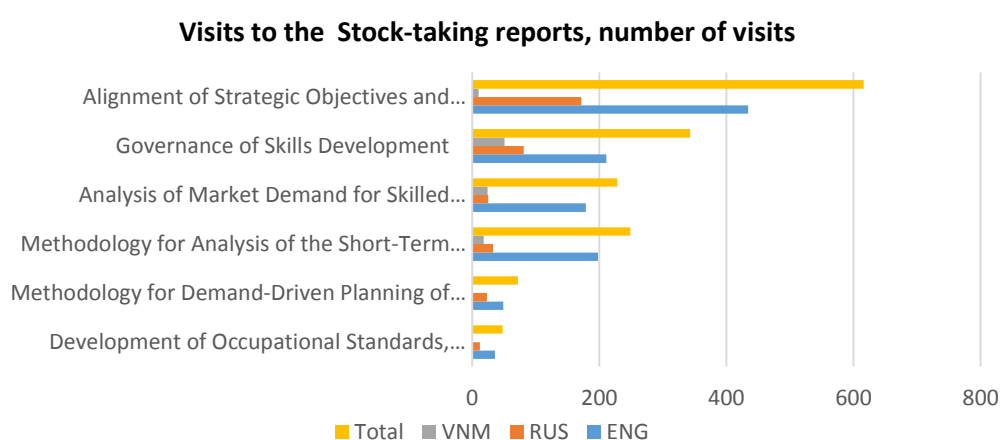
Knowledge sharing, exchange of experiences and peer-to-peer learning is one of the cornerstones of the current phase of the project. Learning from the lessons of the first phase, the project has significantly upgraded its knowledge management strategy and overall approach to connecting knowledge production and sharing. At present, analytical support is provided in a comprehensive manner, based on a unified methodology for research and analysis conducted at the national levels. The results produced at the national level are shared and discussed at the sub-regional levels and then further channeled for wider dissemination at the global level. The project pays a lot of attention to validating the results, documenting good practices and disseminating them among stakeholders working on Skills Development and youth employment in the participant countries as well as at the global level.

⁸⁷ Round Table: Alignment of strategic objectives and indicators of skills development to the international HRD policy recommendations and experience http://www.ilo.org/skills/projects/g20ts/armenia/WCMS_616808/lang--en/index.htm

⁸⁸ Round Table: Discussion of the results of analysis of national skills development strategic objectives and related indicators and the need of their alignment to international HRD recommendations http://www.ilo.org/skills/projects/g20ts/kyrgyzstan/WCMS_616785/lang--en/index.htm

At the global level, the project’s webpage⁸⁹ is the key instrument used for knowledge sharing. Following up on the recommendation from the Ministry of Education of the Russian Federation, all knowledge products, including videos of key events conducted within the framework of the project are published on the web-page. The website is multilingual, currently, its content is available in English, Russian, Armenian and Vietnamese languages, while the Arabic version is in the process of development. From July 2017 until November 2018, the project has had **11.266 visits to the English language project page only** (visits to other language versions are not included in these numbers). Total number of the website visits to the stock-taking report is 1,556, with the report on *Alignment of Strategic Objectives and Performance Indicators for Skills Development to the International HRD Policy Recommendations and Experience of G20 Countries* accounting for 40% of visits. English versions of the reports account for 71% of visits and Russian versions account for 22% of visits. Detailed statistics on the number of visits to the respective stock-taking reports is provided in the figure below.⁹⁰

Figure 3. Statistics on number of visits to the Stock-taking report



Additionally, even though there were no specific requirements regarding visibility by the Donor, the project developed a clear visibility style, logo and easily recognizable color scheme which contribute to overall visibility of the project.

At the national level, project communication is done on two levels: immediate engagement with direct beneficiaries and stakeholders (governments, employers, TVET institutions, experts) and wider-media and general public. At present, the second level of communication is only commencing, as the project has just collected some meaningful results that need to be promoted to a larger audience.

The results of the mid-term evaluation show that many informants from Jordan, Viet Nam, Armenia and Russian Federation stress the high need to enhance the visibility of the project and more actively share information about the project and its contribution to the ongoing TVET reforms in the countries. Taking into account the high relevance of the project to the national and global agendas, more efforts should be invested into promoting the results of the project, channeling its products and good practices to the sub-regional and international levels as well as acknowledging the contribution of the Russian Federation as the donor supporting Skills Development.

Initially, no budget was allocated for visibility/communication actions, only some activities on awareness raising were planned in Jordan and Viet Nam under the Immediate Objective Two. At present, the project is in a good position to increase its communication and visibility which was strongly advised by the informants. Thus, one of the key recommendations of the mid-term evaluation is to revise the current

⁸⁹ Project website <https://www.ilo.org/skills/projects/g20ts/lang--en/index.htm>

⁹⁰ Number of visits to the Stock-taking report on the project website (based on the Google Analytics data provided by the ILO Project Management Team)

communication plan of the project at the national, sub-regional and global level and allocate some additional funding to facilitate improved visibility.

4.4.13. Special considerations on project effectiveness in addressing cross cutting issues (Gender, Human rights, Tripartite issues, International Labor standards and Environmental Sustainability)

This section serves to reiterate the findings on cross cutting issues revealed during the M&E exercise, to generate knowledge and develop recommendations for the remainder of the Project' implementation period, to strengthen gender equality and uphold human rights, to uphold tripartite principles and international labour standards.

The 1999 ILO Policy on Gender Equality and Mainstreaming states that as an organization dedicated to fundamental human rights and social justice, ILO must take a leading role in international efforts to promote and realize gender equality. The policy specifically refers to evaluation as part of the institutional mechanisms that will help in mainstreaming gender.

In light of ILO's mandate, managers of ILO technical cooperation projects as well as programming and technical staff should be aware of the requirement to mainstream gender in all activities. A gender-responsive monitoring and evaluation system is just as important as a gender-responsive project design. Indeed, if a project design is gender-blind, this can be corrected when setting up the monitoring and evaluation plan by formulating indicators that are more gender-inclusive. Monitoring and evaluation thereafter keeps track of the project's performance related to gender equality.

Gender Issues and Human Rights

Human Rights and Gender Equality is extremely important in the UN Work. As a UN Organization, the ILO should integrate gender issues and human rights at all levels of project management, including implementation. Gender Constraints prevail in the CIS countries, Jordan and Viet Nam. In many countries the Human Rights agenda is not treated with due regard by duty bearers thus it is more important to emphasize the importance of upholding human rights. The Project is in a unique position to do this hence it works directly with duty bearers, namely governments. The following findings were observed during the desk review phase and consultations with key informants:

1. Gender Equality dimension was included in the Project Intervention Logic and design but not the Human Rights dimension.
2. No specific objectives and performance indicators were formulated to achieve significant success in upholding HR&GE in the participant countries.
3. The Specific output on gender has rather a modest target: *at least one country has developed and applied an enhanced capacity to design and manage the vocational guidance system, including gender equality aspects, by end of February, 2019.*
4. Vulnerable groups were outlined but their interests and needs were not embedded in the Project Design.
5. Though the Performance Evaluation Framework allows for the collection of data in a sex disaggregated manner, progress reports fail to provide any progress on HR&GE.
6. The content analysis of the Project's products and capacity building events showed poor attention of the Project to Human Rights and Gender Issues and this was confirmed during the interviews with key informants in the project countries.

Tripartite issues

The ILO is based on the principle of Tripartism - dialogue and cooperation between governments, employers, and workers - in the formulation of standards and policies dealing with labour matters⁹¹. International labour standards are created and supervised through a tripartite mechanism, ensuring broad support from all ILO constituents. Tripartism with regard to ILO standards is also important at the national level. Through regular tripartite consultations, governments can ensure that ILO standards are formulated, applied and supervised with the participation of employers and workers. Thus it is important that in all ILO projects needs and interests of key constituents (governments, employers and workers) are well reflected. The following findings were observed during the desk review phase and consultations with the key informants:

1. Key tripartite constituents were consulted during the Inception Phase of the Project.
2. The Project consistently keeps track on participation of all constituents in key Project events by reflecting it in Monitoring Matrices.
3. Project's constituents expressed the satisfaction over cooperation with the ILO.
4. Main departments of ILO responsible for cooperation with workers (ACTRAV) and employers (ACTEMP) were involved in the Project implementation and provided their expertise. ACTRAV Department was actively involved in the Project's Implementation by assisting workers' organizations to tackle labour market challenges. On 3-5 October 2018 ACTRAV and G20 Project held Regional conference "Deficit of Decent Work and Respect towards labour rights in informal economy and the ways to formalization" in Dushanbe, Tajikistan. Informal economy and employment trends in the region including deficit of decent jobs were discussed. "International Seminar of Trade Union Economists on Wage Setting and Objectives in Eastern Europe and Central Asia" was held on 15-16 October 2018 in Yerevan, Armenia to discuss the question if decent pay wages and role of the technological revolution. In both events ILO G20 Project was presented to discuss challenges in labour market and TVET system. Also the ACTRAV has participated in the ILO G20 National pilot completion workshop: TVET strategic objectives for Kyrgyzstan held on 15-16 November 2018 in Bishkek, Kyrgyz Republic to contribute its expertise. ACTRAV has sourced the required funding for the events also from other ongoing Projects in the region and from their own ACTRAV sources. Policy Brief and the Global Tool (involving training materials) for Trade Unions (TUs) are being developed as part of G20 Project's participation in the joint collaboration between ACTRAV and SKILLS on that subject. Once produced, the resulting materials will be used both by the Trade Unions in the six Project Countries.
5. At the same time, coordination with the ACTEMP department at the Project design and implementation stage was not sufficient and could be improved to assure that ACTEMP expertise is available for the activities implemented in in the remaining timeframe for the project.
6. The Project design lacks specific activities for the employers and businesses from the CIS region that can contribute to raising their capacity to effectively participate in social dialogue. The poor capacity of the employers was confirmed through the data collection stage within key informant interviews⁹². It was stressed by the ILO Project team that the first year of the Project was focused on raising capacity of trade unions and the second year of the Project will focus on raising the capacity of employers.

⁹¹ The Convention on Tripartite Consultation, 1976 (No. 144) promotes application of the tripartite social dialogue in the development and implementation of international labour standards which is the essential founding principle of the ILO.

⁹² Specific capacity development needs of the employers include the needs to develop research tools, to conduct surveys, to develop their policy proposals based on empiric research, to engage in advocacy effort and promote their policy proposals.

7. The Project placed a specific and clear focus on aligning national policies, strategic objectives and performance indicators for skills development to the international Human Resource Development (HRD) policy recommendations and experience of G20 countries. It was stressed by the stakeholders, including governments that, key knowledge products developed by the Project will be used for improvement of national legislation and this is the most significant Project result greatly contributing to achieving the highest development goal.

International labour standards

The cross-cutting nature of the international labour standards is solidly established in the ILO's constitutional texts; standards are both an outcome in their own right and a means of achieving the other ILO policy outcomes. International labour standards are a crucial added value that the ILO brings to the realization of the 2030 Agenda⁹³.

The Project contributes to the upholding of international labour standards by assisting the Project's countries in their efforts to align their respective Skills Development strategies with the international HRD policy instruments such as the ILO HRD Recommendation 195, UNESCO HRD Recommendation 2001, UN SDG till 2030 as well as the major "building blocks" of the G20 Training Strategy (Outcome 1).

The analysis of the current state of the Skills Development strategies in the participant countries and their alignment to the international labor standards was conducted and reflected in the stock-taking report "*Alignment of strategic objectives and performance indicators for skills development to the international HRD policy recommendations and experience*" by V. Gasskov (January, 2018). The emphasis of the report was made on the performance indicators suggesting that if there are no performance indicators in place or they lack the baseline data then the effective application of international labor standards may be halted.

Following the report, the Sub-Regional Training Workshop "Alignment of strategic objectives and performance indicators for skills development to the international Human Resource Development (HRD) policy recommendations and experience of G20 countries" was held in March 27-28, 2018 in Moscow, Russian Federation. The participating countries have produced their own reports reflecting which performance indicators could be used in their national context to advance the skills development and adherence to the international labor standards.

As a result, the report contributed to better understanding and application of such international labour standards as ILO HRD Recommendation 195 (2004), ILO Human Resources Development Convention 142 (1975), UNESCO Recommendation Concerning Technical and Vocational training (2015), the UN Sustainable Development Goals (SDGs) and the G20 Training Strategy and other relevant documents. This finding was confirmed through the interviews with wide range of stakeholders (governments' representatives, experts' organizations). Governmental stakeholders from all countries acknowledge the use of the report, its recommendations and the outcomes of the discussions will be used for advancing national legislations and policy making. At the date of the writing this M&E report one pilot activity was completed in Kyrgyzstan and a policy proposal on TVET Strategic Development Plan and Performance Indicators aligned with the international standards was developed and submitted to the government. Thus, we can conclude that the Project is delivering tangible results in upholding international labour rights on output levels through development of the knowledge base and capacity building activities (workshops and pilot activities). The impact on the outcome levels can be established by the end of the project, when the governmental decision on the policy proposal be known.

⁹³ THE DIRECTOR-GENERAL'S PROGRAMME AND BUDGET PROPOSALS FOR 2018–19, p.51

Environmental Sustainability

The ILO Programme and Budget Proposals for 2018-2019⁹⁴ acknowledges environmental sustainability as one of four key cross-cutting policy drivers. While the international labour standards, social dialogue, gender equality and non-discrimination are fundamental to the ILO's constitutional objectives, environmental sustainability has been introduced as a fourth cross-cutting policy driver in 2016 to address the negative impact of the climate change and promote structural transformation towards sustainable enterprise development, in the context of decent work and as a contribution to the implementation of the 2030 Agenda⁹⁵.

The project refers to the Programme and Budget planning framework of the ILO for 2018-19 and indicates that the Project aims to contribute to the "Outcome 1: More and better jobs for inclusive growth and improved youth employment prospects." While the international labour standards, tripartite issues and gender have been acknowledged and addressed by the project, environmental sustainability was not considered as a cross-cutting policy driver in the Project Intervention Logic and not addressed in project implementation in a comprehensive manner. The Mid-Term Evaluation identified only one workshop conducted in Viet Nam when the concept of Green Jobs was presented and discussed by the participants.

Key finding on effectiveness: At present, the project shows quite good progress thanks to effective project management arrangements, ILO and SKOLKOVO technical capacities and high relevance/fit to specific national contexts and environments. The project has rather modest results in advancing gender equality and human rights. At the same time, the project shows high effectiveness on advancing international labour standards. In terms of strengthening social dialogue, the project shows good performance on cooperation with businesses and employers in Viet Nam and Jordan. For the CIS countries, performance on capacity development for the employers and businesses could be improved. The project has high potential of achieving its planned results at outcome levels, if additional four to six months is allocated to complete all planned activities, especially piloting initiatives and models, to analyze and document the results of implementation (as case studies, emerging good practices and lessons learnt), validate them and develop recommendations- on national, sub-regional and global levels.

4.5. Efficiency of Resource Use

Efficiency- the productivity of the project implementation process taken as a measure of the extent to which the outputs achieved are derived from an efficient use of financial, material and human resources, effectiveness of management arrangements.

4.5.1. How well have resources and inputs (funds, expertise, time, etc.) been allocated and used strategically to achieve the expected results?

The results of the mid-term evaluation show that up to date, human resources (project staff and external collaborators) have been allocated and used efficiently and strategically to achieve the expected results. On budget allocation, the details of analysis of the direct project costs confirm efficiency in cost distribution among project staff, consultants, travel and office and operations. In terms of regional distribution, the budget was allocated in a balanced way, reflecting strategic priorities and local

⁹⁴ The Director General's Programme and Budget proposals for 2018-19. ILO. 2017.

⁹⁵ In particular, the ILO aims to focus on scaling up policy research and strengthening partnerships with the UN agencies and other institutions to improve policy coherence on climate change mitigation and adaptation and access to financing, including through the Green Climate Fund.

implementation costs of the project. In terms of budget utilization, current actual utilization rate on a global level is 42%, with additional 22% in encumbrances and available balance is 36%. Finally, in terms of time allocation and use, the original project work plan is not followed due to some delay with the actual start of implementation. To accelerate the efficiency of the deliverables, a no-cost extension can be considered, following proper budget and work plan revision to be conducted by the Project Team in consultation with the project NCSC.

Table 17. Efficiency of allocation and use of project resources and inputs⁹⁶

| RESOURCES | ALLOCATION AND USE |
|---|---|
| Human (staff and external experts) | <p><u>In terms of staff allocation and use:</u> according to the project budget, 31% of direct project costs were allocated for project staff costs (19% for international project staff and 12% for national project staff⁹⁷) which is quite an efficient allocation for global projects. In terms of use, the project has managed to make good choice and use of human resources. Project staff on both management (global) and coordination (national) levels demonstrate high level of professional competencies, strategically covering all key areas to deliver the expected results. The only suggestion for improvement is to consider contracting the National Project Coordinator in Tajikistan for the remaining period of the project, to ensure proper implementation of the pilot activities, progress monitoring as well as securing synergies with other developmental actors on the national level to enhance sustainability of the results.</p> <p><u>In terms of allocation and use of external expertise:</u> according to the project budget, 7% of direct project costs were allocated for sourcing of external expertise (with 3% allocated for the international consultants and 4% - for national consultants). In terms of use, so far the project has been efficient in engaging with external collaborators, ensuring equal gender presentation (50%) and balanced regional presentation (national expertise from all countries was secured), with substantive professional expertise in the subject areas addressed by the project. The project also was successful in utilizing expert resources from the Russian Federation (14 out of 30 external collaborators represented Russian Federation). Finally, the project was highly efficient in utilizing international expertise for coordination of work of the national consultants and delivering high quality products on national and sub-regional levels.</p> |
| Financial | <p><u>In terms of budget allocation,</u> financial resources have been planned and allocated efficiently. According to the project budget, 30% of the total project costs were allocated for the Implementing Partner, 27% of the total budget was allocated for project staff costs (both international and national), 14% of the budget was accounted for operations, 12%- for programme support, 6% - for external collaborators, 5%- for travel, 4%- office costs, and 1%- for evaluation. In terms of regional allocation, the budget is allocated in a balanced way among the sub-regions (Jordan, Viet Nam - about 10% each, CIS- around 16%), with higher shares allocated for the Russian Federation and global level activities (about 30% each). <u>As for budget use,</u> at present, 36% of the budget is available, while 42% of the budget has been utilized and 22% is encumbrances. More details on budget utilization are available in the Annex L. No problems on financial disbursements have been reported during the field missions.</p> |
| Time | <p><u>In terms of time allocation,</u> the initial work plan was devised quite efficiently, with sufficient allocation of time resources for project implementation. However, due to some delays with the actual start of the project as well as the external constrains faced by the project (please see the section 4.4.2 of this report below for more details), expedient project implementation will not be efficient for achieving the expected results on the immediate objective levels. Since there are not any specific time constraints and the activities have strategic importance, revision of the initial work plan can be considered, especially taking into account the current budget utilization rates, which are low.</p> |

⁹⁶ Efficiency of allocation and use of project resources and inputs (compiled by the evaluators on the basis of the document review and key informants' interviews)

⁹⁷ International travel and backstopping costs not included

4.5.2. Have the project outputs been delivered in a timely manner? If not, what are the factors that have hindered timely delivery of the outputs?

As of today, not all project outputs have been delivered in a timely manner. Most of the delays are on the Immediate Objective 2, related to capacity building interventions (piloting of new tools and methods). The main external factor which contributes to the delay is the need to secure proper engagement from the side of the key stakeholders which takes time (the case of Jordan). As for the CIS countries, Outputs 2.1-2.3 were initially planned as connected to each other and implemented in a sequential order. At present, the only serious concern is with implementation of the Output 1.4 which was not started yet. The list of the outputs with brief explanation of the reasons of delay is provided in the table below.

Table 18. Outputs with delayed delivery and main factors which hindered timely delivery⁹⁸

| DELAYED OUTPUTS | REASONS |
|---|--|
| Output 1.4. Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance | Not yet started. The search for the lead consultant is in still progress, the output is strategically important therefore it is crucial to find an international expert with good understanding of countries' backgrounds and specifics of gender policies and practices |
| Output 2.2. National bodies and sectoral stakeholders acquired knowledge and skills and participated in piloting of development of occupational standards, qualifications, and skills assessment instruments | Slight delay in implementation, planned for 2019 <u>For CIS:</u> deliverables on this output are interconnected with the Output 2.1. Initial delay in implementation resulted in slight delays on Outputs 2.2 and 2.3 <u>For Jordan:</u> coordination with relevant stakeholders takes time, to ensure proper representation and participation in the capacity building activities and piloting development of occupational standards for the Sector Skills Councils |
| Output 2.3. National bodies and TVET institutions acquired knowledge and skills for developing competency-based training programs | Slight delay in implementation, planned for 2019 <u>For CIS:</u> implementation is planned after completion of the activities under Outputs 2.1 and 2.2 <u>For Jordan:</u> coordination with relevant stakeholders takes time, to ensure proper representation and participation in the capacity building activities (political changes, changes and elections in Jordan Chamber of Industry) |
| Output 2.6. Countries-beneficiaries developed a capacity to successfully apply the upgraded STED methodology along with the improved skills anticipation methodology for producing tangible improvements in skills development systems | Slight delay in implementation, planned for 2019 <u>The upgraded methodology (STED Plus), global: the Manual on upgraded STED methodology was finalized, currently pending approval by SKILLS Branch</u> <u>For Jordan:</u> piloting STED plus skills needs assessments and anticipation studies slightly delayed, to ensure proper coordination with relevant stakeholders (mainly government) of Sectoral Skills Councils establishment. Activity is in progress, research and validation workshop are planned for 2019 |
| Output 3.1. Methodology of Skills Technology Foresight (STF) upgraded and applied in 5 regions of Russian Federation to the revision and updating of regional TVET systems for development of | Slight delay in implementation, planned for 2019 <u>For Russia:</u> STF training sessions conducted only in three regions- coordination with the regions takes more time than expected, plus one region dropped from participation in the activities of the project |

⁹⁸ Compilation of the evaluators based on the document review and key informants' interviews.

| | |
|---|--|
| skills and qualifications, and related training programs | |
| Output 3.3. Skills Technology Foresight (STF) methodology technically improved for easy application on national level with a focus on producing tangible deliverables for improving Skills Development systems and training programs | Slight delay in implementation, planned for 2019 <u>For Russia:</u> Activity 3.3.4- To train countries’ specialists for implementing STF methodology in the recipient countries – delayed, coordination with relevant stakeholders takes time. More active engagement from the IL side is needed |

One of the lessons learnt from the first phase of the project is that the rush of activity is not conducive for good outcomes-based management. In this regard, slight delays in implementation of the activities which aim at the development of practical skills through piloting new models and tools can be justified. However, this should only be for reasons that ensure proper engagement of the stakeholders, secure ownership of results and maximize the impact of implementation. The results of the mid-term evaluation confirm that slight delays on delivery of the outputs 2.2-2.6 are properly justified. The re-adjustment of the initial time schedule was done to ensure better quality outputs. For Outputs 1.4 and 3.3- the delays require more attention and action from the side of the Project Team. For Output 1.4, support from the ILO Gender Bureau or wider reach to the expert organizations in the CIS/Russia region should be sought. For the SKOLKOVO component, closer alignment of the actions from both the ILO and SKOLKOVO and support from the side of the ILO Project Team is needed, to ensure high quality delivery on the outputs in Jordan and Viet Nam.

4.5.3. Have any measures to integrate gender equality been put in place? Where possible, analyse intervention benefits and related costs of integrated gender equality (or not)

The second phase of the project shows improvement in integrating gender equality in the project design and implementation. As already mentioned above, four key elements have been put in place to integrate gender mainstreaming in the project design and implementation. Results of the analysis of the intervention benefits and related costs are summarized in the table below. As it can be seen from the table, at present, the intervention benefits are not visible, as the key output has not been implemented yet. Related costs of integrated gender equality are rather low at present, because no specific funds for gender mainstreaming actions were allocated or used. However, detailed analysis could not be done, because the budget was not gender sensitive.

Table 19. Benefit and cost analysis of gender equality measures undertaken by the project⁹⁹

| ELEMENT | CURRENT STATUS |
|--|--|
| Gender equality in decision-making (corresponding indicator: percentage of women-members of the project Steering Committee members) | <u>The benefit</u> is high, since it allows to integrate gender equality at the decision making level for the project. Additional benefits: the project stimulates gender sensitive thinking among the project partners when making decisions on and creates the opportunity to enhance engagement of women into decision making at the national level <u>Related costs</u> : low, only staff costs associated with project coordination/management |
| Gender equality in beneficiaries’ participation in project capacity building | <u>The benefit</u> is high, since it supports capacity building for female professionals and also creates additional opportunities for active |

⁹⁹ Benefit and cost analysis of gender equality measures undertaken by the project (compilation of the evaluators, based on the document review and key informants’ interviews)

| | |
|---|--|
| initiatives (corresponding indicators: percentage of women –participants of capacity building activities) | engagement of women into pilot activities aimed at TVET reforms on the national levels <u>Related costs:</u> low, only staff costs associated with planning, coordination and implementation of the project activities |
| Data management: data entered and maintained in the project M&E information system will be sex disaggregated | <u>The benefit</u> is high, since it allows to improve project monitoring, analysis and reporting on gender integration measures <u>Related costs:</u> rather low at present. Staff training costs on gender sensitive monitoring and reporting. However, additional efforts could be invested to improve gender sensitive monitoring and reporting. At present, only Kyrgyzstan shows good level of gender sensitive reporting on outputs |
| Including gender-responsive components in project activities and outputs | <u>The benefits could be very high</u> , because it allows to tackle the knowledge base and build the expertise of the stakeholders in the most efficient manner, esp. if gender mainstreamed across all outputs <u>Related costs:</u> at present, rather low (key output which addressed gender equality is not implemented yet). On other outputs, gender mainstreaming was low cost with marginal effect. The suggestion is to invest sufficient resources for Output 1.4 to achieve the results which were planned. If possible- to consider a possibility of introducing gender sensitive budgeting for future interventions |

4.5.4. To what extent project resources been leveraged with other related interventions to maximize impact, if any?

The Mid-term evaluation has managed to identify the leverage of resources of the project under the activities implemented by SKOLKOVO. In particular, for implementation of the *Output 3.1. Methodology of Skills Technology Foresight (STF) upgraded and applied in 5 regions of Russian Federation to the revision and updating of regional TVET systems for development of skills and qualifications, and related training programs*, resources of the Russian regions and the ministry of Labor of the Russian Federation have been leveraged to cover organizational and technical costs of the training sessions conducted in the regions (seven sessions in total in Khabarovsk, Krasnoyarsk and Arkhangelsk) and at the national level (two sessions in Moscow).

Another example of the leverage of resources is under the *Output 3.4. The revised training programme for TVET managers, based on computer simulation, involving the module for assessment of individual training needs of managers is institutionalized in national training systems in 3 countries of the Project enabling to deliver training in line with demand from economic sectors and individual training needs of managers*. In particular, following the ongoing negotiations with Vietnam and Jordan stakeholders to institutionalize the computer simulator technology within the national training programs, Viet Nam committed to introduce the Simulator in four regions of Viet Nam with continued training of trainers (TOT) support by the Project, with contributions of 60% of the funding from national counterparts during a preparatory transitional stage.

Other examples of leveraging resources involved only the knowledge transfer and building upon the results of previous donor-funded initiatives (in Viet Nam, Armenia and Kyrgyzstan), the results of GIZ, EU and ABD projects were considered to build the base for project implementation.

4.5.5. Was the budget spent according to the proposed budget lines?

Analysis of the project financial reports confirm that the budget was spent according to the budget lines. Key informants' interviews did not reveal any evidence on the misuse of funds or inappropriateness in the expenditures. For details, please refer to the Annex N of the project.

4.5.6. Are the project's reporting lines and management arrangements conducive to efficient implementation?

In the first phase of the project, the project had two different management structures split between CIS countries and Jordan and Viet Nam. The results of the final evaluation of the first phase of the project showed that such split in project management arrangements was not beneficial to managing the project as a cohesive whole, but rather as separate sub-projects. In the second phase, the project adopted a centralized management approach.

The Project structure consists of the Central Project Office based in Geneva and National Project Coordinators in each of the participating countries (except Russian Federation and Tajikistan). The overall responsibility for strategic coordination, internal monitoring of day-to-day progress as well as preparation of the project reports lies with the Chief Technical Advisor (CTA). National Project Coordinators in Armenia, Kyrgyzstan, Jordan and Viet Nam are responsible for project implementation on the national levels, they work in close coordination with the ILO field offices and report to the CTA. In the five regions of the Russian Federation, the Project is managed by the Moscow School of Management, Skolkovo (SKOLKOVO) under the Implementation Agreement with the ILO. SKOLKOVO is also responsible for the adaptation and implementation of the revised computer based TVET training programme in Jordan, Viet Nam and Armenia (implemented under Output 3.4). In Tajikistan, two National Consultants currently providing expert support to the project and also undertaking some functions of coordination (but not fully-fledged coordination which also require proper monitoring and reporting).

The results of the Mid-Term Evaluation confirm that a more streamlined management approach with unified and coherent reporting procedures resulted in better coordination of project activities on the national, sub-regional and global levels. Such arrangement has shown to be more effective in securing strategic focus and orientation of the project. Thus, current project reporting lines and management arrangement are appropriate and conducive to efficient implementation of the project.

4.5.7. What is the optimal staffing / implementation arrangement to ensure an effective delivery of outputs?

The originally envisioned project staffing structure with the Central Project Office (CPO) based in Geneva and National Project Coordinators **in each of the participating countries** (including Russia) would be optimal. At present, the Project does not have National Project Coordinators in Tajikistan and Russia which bring some minor deviations to the efficient delivery on outputs.

Since SKOLKOVO is the Implementing Partner responsible for implementation of only one Immediate Objective, it has some limitations in representing the project on the national level and maintaining continuous working level communication and coordination with the key stakeholders, including UN agencies and interregional intergovernmental organizations. Taking into account that the High Level Project Advisory Committee is at the same time representing the National Project Steering Committee in Russia, having a National Project Coordinator or at least a Communication Specialist in Russia would be highly beneficial, to ensure proper communication and coordination at the working level as well as representing the project to a wider range of partners in Russia (expert organizations like Russian International Affairs Council, inter-regional structures like Eurasian Economic Commission, CIS Inter-parliamentary Assembly and the UNCT).

In Tajikistan, the presence of the National Project Coordinator would be helpful in more active engagement with the UN Agencies and securing deeper synergies with ongoing projects and initiatives. Also, National Project Coordinators play a vital role in monitoring and evaluation as well as reporting. Thus, having a National Project Coordinator would help to ensure more effective delivery on the outputs and better engagement of the Project with other development partners and the UNCT in Tajikistan.

4.5.8. What are the good practices of efficient use of resources which could be shared?

Several good practices of efficient use of resources have been identified so far. First, organizing expert work as a team of an international expert who leads on the methodology, data analysis and development of recommendations with the national experts who support on data collection on the country levels. Such an approach was undertaken for the analytical work for the CIS region on the Immediate Objective One and resulted in high quality analytical reports which were used at the national and sub-regional level by multiple stakeholders. The results of key informants' interviews' confirm high value of these knowledge products and their applicability in the work.

A second example of the efficient use of resources is the internal (intranet) collaboration space which is currently used by the Project Management Team for planning, monitoring and coordination purposes. This space allows working efficiently with the national teams in a streamlined mode.

Third, the choice of SKOLKOVO as an external implementing partner responsible for implementation of training activities for TVET institutions in the Russian regions seems as a good example of the efficient use of resources. Being well positioned, knowledgeable and highly reputable service provider, with already established working level relations in the regions, this service provider is delivering the outputs which are highly valued by the participants.

Key finding on efficiency: project human (staff and expert) resources have been allocated and used strategically to achieve the expected results. The project shows some slight delay on delivery on outputs related to the piloting of new tools and models. More attention should be paid to implementation of the Output 1.4 and SKOLKOVO component in Jordan and Viet Nam. To accelerate the efficiency of the deliverables, at least four-six months project extension can be considered, after budget/workplan revision

4.7. Impact orientation

Impact- positive or negative changes & effects caused by the Project at the sub-regional and national levels

4.7.1. Do the government institutions fully support the initiatives taken by the project?

As confirmed by the review of key policy documents and the results of key informants' interviews, government institutions in all countries fully support the initiatives undertaken by the project. Expert support provided by the project is highly valued and appreciated by all key stakeholders in the participant countries, at both national and local levels. The governments acknowledge the strategic importance of the reform in skills development systems, its high relevance not only for economic development but also for human resource development and broader national sustainable developmental goals and agendas. The governments in all countries also appreciated the support from the Russian Federation as a donor for this project.

4.7.2. To what extent have ILO Constituents been involved in the implementation of the project and what the effects of this engagement?

ILO Tripartite Constituents have been actively involved at the different stages of the project, from its planning to implementation. In addition, currently they are included in the governance of the project¹⁰⁰ and directly participate in project implementation. Finally, project activities aim to enhance the mechanisms of social dialogue on skills development. Comparison of the initial marking of the project on Tripartism and Social Dialogue vis-à-vis actual project implementation allows to confirm relevance and appropriateness of all markers- please see the table below.

Table 20. Involvement of Tripartite Constituents in project implementation¹⁰¹

| TRIPARTISM MARKER | VALIDATION |
|--|--|
| Tripartite constituents, including social partners, were involved in project design | Tripartite constituents participated in technical consultations and provided inputs for formulating work plans during the inception phase in all countries of the project - confirmed by the project documents and the interviews |
| Social partners are direct recipients of the project | Social partners (employers and trade unions) are targeted as direct beneficiaries of the project in all countries - confirmed by project documents, progress reports and the interviews |
| Social partners participate in project implementation | Participation of social partners in implementation is crucial for the effectiveness of the project- as stressed by all partners, including the government and administrations of TVET institutions in all countries- confirmed by the project reports and the interviews |
| Social partners are included in the governance of the project | Social partners are included in the composition of the National Steering Committees and Technical Groups and participate in their meetings - confirmed by the document review and the interviews (for more details please see project arrangement section) |
| Project activities specifically strengthen mechanisms of social dialogue | Project activities use networking and social dialogue as mechanisms for enhancing the quality of TVET systems in all countries of the project- confirmed by project documents, progress reports and the interviews |

¹⁰⁰ For more details, please see the section of project management arrangements.

¹⁰¹ Based on document review and key informants' interviews

4.7.3. What is the most significant change/effect the project brought so far at social and economic levels? Are there any negative effects the project is producing?

Since the project has been evaluated after a year and a half period since the beginning of its implementation, identification of the significant change/effects produced so far is a bit premature. Still, during the field visits and interviews with key project stakeholders it was possible to identify several developments which have strong potential to bring systemic effects and contribute to significant changes at economic and social levels. For some examples, please see the table below. No negative effects have been identified during the mid-term evaluation.

Table 21. Potential effects of the project¹⁰²

| CHANGES | DEVELOPMENTS BROUGHT BY THE PROJECT |
|--|--|
| Legislation changes (adoption of new policies, introducing changes to existing national or sectoral policies) | In Armenia, Kyrgyzstan, Tajikistan , Inter-agency Technical Working Groups are formed and approved at the level of relevant Ministries to support development of the strategic plans for TVET education. For example, in Kyrgyzstan for 2021-2025 which contribute to capacity-building of government for analysis and reform of TVET and education system In Jordan , government adapted the Decree for three Sectoral Skills Councils. The results of the work will be used to contribute to the TVET reform ongoing in the country |
| Behavioral and decision-making changes of non-governmental stakeholders (employer and workers) | Involvement of the employers in piloting new methodologies for demand/supply analysis for specific sectors of labour market in Kyrgyzstan Engagement with the employers from Tourism and Hospitality Sector on pilot development and testing skill assessment tools in Viet Nam (which will be further used for refining national occupational standards) |
| Changes in approach and strategic thinking of the governmental stakeholders | The Government of Kyrgyzstan confirmed that capacity-building activities implemented by the project resulted in the shift in strategic thinking in TVET areas |
| Changes in strategic thinking of TVET institution managers | Demonstrated in Krasnoyarsk and Khabarovsk regions where SKOLKOVO training to TVET managers took place. The capacity-building for the TVET management put the main focus on development networking and partnership with technological partners (equipment suppliers) and industrial partners (employers) ¹⁰³ with the aim to develop strategic thinking aligned with the Strategies of Economic Growth of the regions |

Key finding on impact orientation: the project was highly successful in supporting national governments, employers and training institutions in enhancing national policies, tools and instruments for TVET reforms. National leadership in project implementation as well as the ownership of its results has been secured in all countries. The project shows high potential of achieving significant long-term results on economic and social levels if all planned outputs are achieved, their results analyzed and exit strategies are duly implemented

¹⁰² Potential effects of the project (compiled by the evaluators on the basis of key informants' interviews)

¹⁰³ Defection offered by SKOLKOVO training program according to the TVET manager (participant of the training session in Khabarovsk)

4.8. Project sustainability

Sustainability- the extent to which adequate capacity building of project stakeholders has taken place to ensure that mechanisms are in place to sustain activities and whether the existing results are likely to be maintained beyond project.

4.8.1. To what extent are the planned results of the project likely to be durable and can be maintained or even scaled-up and replicated by other partners after major assistance has been completed?

The tools and advanced models developed and piloted through the project (Outcome 2 and 3) are very well received and considered as innovative and engaging. Compared with the previous phase of the project, project stakeholders involved in project implementation have much better vision of how these tools and models could be applicable in a medium and longer-term in their direct work (for other sectors and professions). Such improvement can be attributed to the improved project design and management arrangements of the current phase of the project which allow better integration of the project interventions and results into current institutional setting of the countries.

At the same time, the lessons learnt from the previous project phase should be kept in mind- which is the need to avoid concentration of many capacity building activities in the final year of project implementation. Similar to the previous phase, more time needs to be planned and allocated to observe and evaluate the results of these activities. Peer to peer critical review and reflection are critical to make the results durable and sustainable. Thus, the project team has to make sure that all capacity building activities are completed at least three months prior to the end of the project. This will allow the last months of project implementation to be devoted to consolidation of main achievements, good practices and lessons learnt, developing recommendations and sharing/channeling them regionally and globally via high level visibility events.

4.8.2. How effective has the project been in establishing national/local ownership? Are project specific results, outcomes/outputs embedded in the national institutions and will be sustained and utilized after the end of the project? What are the mechanisms which ensure sustainability?

All project activities in the Russian Federation, Kyrgyzstan, Tajikistan, Armenia, Jordan and Viet Nam demonstrate well-thought and good accordance to the national and regional policies. National ownership is the principal for the Steering Committees, Technical Working groups, Sectoral Skills Councils and other technical cooperation structures, which are well-embedded in the national institutions through special decrees (Jordan), Ministerial order (Kyrgyzstan) and/or special decisions of Ministry of Labour. The sustainability of project initiatives is built on the alignment to the National Strategies of Human Development of participant countries, synergy with the interventions of different donors in the participant countries (Asian Development Bank in Kyrgyzstan, GIZ and EBRD in Jordan, GIZ in Viet Nam) and the development of new partnerships to boost existing relations. It was also noted and confirmed by the evaluation that the governments at national, regional and municipal levels more readily assume ownership when initiatives are built on their visions, strategies, and frameworks.

According to the Paris Declaration on Aid Effectiveness¹⁰⁴, building more effective and inclusive partnerships between the development partners, government institutions of all levels, as well as civil society and communities, will have greater impact on achieving sustainable development results. Proceeding from the assumption that securing national ownership is the best strategy to guarantee that a development project succeeds and expands in the long run, it is highly recommended to stay active in implementing the exit strategy and continue active search for new possibilities of securing the handover

¹⁰⁴ The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action. URL: <http://www.oecd.org/development/effectiveness/34428351.pdf>

of project results and practices to the national stakeholders as well as developmental partners working on skill development and TVET reform.

4.8.3. To what extent can the outputs be expected to be sustainable over the medium-term 5-10 years?

The outputs of the project have high potential to keep their importance and be sustainable over the medium-term (5-10 years) in **Kyrgyzstan, Jordan, Viet Nam and Russia**. Government stakeholders from **Kyrgyzstan** demonstrate confidence that the project's pilot results will bring sustainable outcomes over the medium-term and the Strategic plan elaborated by the Inter-Agency Technical Working Group will be incorporated into the Education Development Strategy (2020-2040) which is currently being formulated. In **Jordan** the SSC set-up with the help of the Project and ToR developed in cooperation with GIZ and EBRD was delivered as a part of on-going TVET reform so it is highly likely that the project results will not lose their relevance. In **Viet Nam and Russia**, government stakeholders, TVET administrators and the employers are confident that the project is bringing the results essential for medium-term development and laying the foundations of upgraded skill development systems at the regional and national levels.

4.8.4. What resources are available for running similar exercises in the future?

Several opportunities for running similar exercises in the future were identified during the mid-term evaluation. Currently in **Jordan**, numerous donors are present and there are several shared areas in TEVT where different implementing agencies are working. Technically international funds/aid available allows running a similar exercise in the future, however it is dependent on the donor's priorities. Moreover, the stakeholders interviewed including Jordan authorities and the external donor (EBRD) emphasized the exceptional ILO's experience and expertise in Human and Skills development. A similar experience is registered in **Kyrgyzstan** where there are numerous donors currently involved in Skills Development. The synergy with Asian Bank for development (ABD) third project on Skills Development will allow the creation of Centres of Excellence for dual education¹⁰⁵. In the **Russian Federation**, there is potential for utilizing regional resources from the regional programmes for the development of partnerships between the employers and TVET institutions on skills development and upgrading programmes in line with economic demand.

4.8.5. What can be done to enhance the sustainability of the project and strengthen the uptake of the project outcomes by the national stakeholders?

To strengthen the uptake of the project outcomes by the national stakeholders and to enhance the overall sustainability of the project, several actions can be undertaken.

First, the Project Team (the ILO project Management Team, Project National Coordinators and the Implementing Partner SKOLKOVO) should review current work plans and budgets to critically assess the remaining timeframes and identify the new timelines which would be the most conducive for achieving the planned results not only for outputs, but also at the immediate objective levels. On the basis of such assessment, a proposal for a project extension can be prepared (for a period of four-six months), with the revised budget and work plan.

Secondly, additional project activities could be considered and discussed among the Project Team which could reinforce the achievement of the immediate objectives and better link to the development goal of the project. In particular, sufficient time should be allocated for critical evaluation and peer review of the project results achieved on the national levels. All key informants showed high interest in sharing, learning and discussing the results on the pilot activities – not only at the sub-regional level, but also at the global

¹⁰⁵ A dual education system combines apprenticeships in a company and vocational education at a vocational school in one course

level. When revising the work plans, additional activities aimed at discussing the results of the project and developing recommendations should be envisioned and planned. As a minimum, one national activity in the Russian Federation should be planned, to bring together all participants from the regions to discuss the results of the project, how they are used at the regional level to implement TVET reforms and what recommendations can be made to the regions (based on the project results). At the global level, a final high-level event should also be organized, to discuss the results of project implementation, share good practices and lessons learnt and develop recommendations, which could be used by other countries and development agencies and donors.

Third, as the results of the mid-term evaluation showed, visibility of the project should be enhanced, to communicate the results achieved by the project to a larger audience as well as to acknowledge the contribution of the Russian Federation as the donor of the project. The Communication strategy of the project should be updated, at both global and national level, to ensure that external communication about the project interventions and awareness raising actions are conducted on a regular basis, using mass media, including social media sources. If needed, some funds should be allocated for external communication/visibility/Public Relations actions.

Finally, current efforts on dissemination of the knowledge products developed by the project should be continued, to engage with the stakeholders on the sub-regional level who have not yet been involved. If needed, additional resources for a short-term expert to support the organization of seminars for policy practitioners working on the CIS regional level or contributing to the planned events organized by the intergovernmental regional structures (EEC, thematic Commissions of the CIS IPA, CIS Executive Committee, Eurasian Bank for Development) can be allocated.

Key findings on sustainability: The project has been effective in securing national ownership of the project results. Participatory and needs-based approach adopted by the project allows the results of the project to be sustained after its end. To enhance the sustainability of the project and strengthen the uptake of the project outcomes by the national stakeholders, sufficient time should be allowed to complete all planned activities, to reflect upon its results and secure proper handover of key achievements of the project.

5. CONCLUSIONS AND LESSONS LEARNT

The main strategy of the project is capacity development of the national stakeholders. In the current project documents, the capacity building strategy of the Project is measured by key success indicator which aims at targeting over 1,460 participants by involvement in various capacity development, pilot implementation and knowledge sharing activities by the end of the Project (30 November 2019), including at least 30% females. At the time of Mid-Term Evaluation, 50% of this target was achieved - more than 750 persons trained, out of them 36% are women. Thus, the key quantitative indicator set by the project to assess the results shows good progress.

In terms of qualitative assessment, the most significant expected change of the Project at the Policy level is the alignment of National Skills Development policies and strategies and related performance indicators with requirements of international HRD policy instruments and the UN 2030 SDGs. At present, the project shows very high prospects to achieve this change, because solid knowledge base was built and capacity development activities are in progress. The knowledge products developed by the Project, technical assistance provided to the policy makers and the capacity building events have resulted in the firm willingness of the governments to enhance national strategies, policies, legislations and educational standards in line with the requirements of the international HRD policy instruments and the 2030 Developmental Agenda.

Finally, the Mid-Term Evaluation captured initial progress on the results of the pilot activities implemented by the project. In particular, pilot activity on alignment TVET strategies with the international standards resulted in the development of the policy proposal for TVET Strategic Development Plan and Performance Indicators. Also, in Jordan, as a result of the pilot activities on establishment and operations of the Sectoral Skills Councils in Jordan influenced the issuance of the Government Decree for three Sectoral Skills Councils. In Viet Nam, the results of the pilot public-private partnership between the TVET institutions and the businesses on development of the assessment tool for two occupations in Tourism & Hospitality Sector are expected to bring improvements to the national occupational standards and TVET educational curricular. All these examples constitute the emerging effects of the project and should be carefully documented and analyzed by the Project Team and stakeholders.

As revealed by the evaluation, the sustainability of the Project has been supported by the high level degree of the ownership achieved through the dialogue and close engagement with key national stakeholders (governments, TVET institutions and employers). All project activities in the Russian Federation, Kyrgyzstan, Tajikistan, Armenia, Jordan and Viet Nam are well-thought-out and aligned to the national and regional policies. National ownership is the principal for the Steering Committees, Technical Working Groups, Sectoral Skills Councils and other technical cooperation structures and well-embedded in the national institutions through special decrees (Jordan), Ministerial order (Kyrgyzstan) and/or special decisions of Ministry of Labour.

The sustainability of project initiatives is also built on the alignment to National Strategies on Human Development of participant countries, and synergy of the Project with the interventions of different donors in the participant countries (Asian Development Bank in Kyrgyzstan, GIZ and EBRD in Jordan, GIZ in Viet Nam). It was confirmed by this evaluation exercise that Phase 2 of the Project was developed based on the results and the lessons learned from the first phase while taking fully into account the recommendations made in the independent final evaluation of the first phase of the Project. In particular, the need for the involvement of all key stakeholders from participant countries in overall project design. Key stakeholders were involved in the evaluation exercise. The conclusions presented below are based on the extensive data collection field work (75 interviews, 3 group discussions and 3 site observations) to verify the information presented in the Project documentation (more than 100 documents studied at the desk review phase).

Women constituted 43% of the key informants interviewed, thus we can conclude that presented conclusions do take into account women's voices and opinions at quite high extent. As for the affiliation, the largest group of the key informants (30%) represented government institutions, followed by the ILO team (18%), employers (14%) and TVET institutions (12%) – which also demonstrate quite balanced share of key stakeholders versus Project holder – ILO. Validity and reliability of conclusions was ensured through the data triangulation methods and impartiality principles exercised by the evaluators.

In order to measure advancements in gender equality, very often the indicators relating to the ratio of female-to-male participation or representation are used. Equal participation and representation are supporting factors for achieving gender equality but alone are insufficient. Gender equality is more qualitative in nature and more oriented at outcomes of policies, processes, and interventions. Adequate indicators for gender equality therefore focus on the substance and the quality of outcomes.

Regarding representation, female-to-male ratios in decision-making functions (parliaments, company boards, union leadership etc.) are important indicators for women's and men's access to voice and power. However, it is not enough to simply count women and men as it is equally important to consider the actual outcomes of decisions taken by decision-making organs and their effects on gender equality.

Regarding participation, achieving higher participation of an under-represented or disadvantaged sex in a given activity (training course, discussion of a new policy etc.) is always desirable. Nonetheless a project is not necessarily gender-responsive or contributing to gender equality just because a high rate of women has taken part in its activities.

Conclusions

Strategic relevance of the project has been rated as high by all key stakeholders and constituents from all countries during the interviews. The project is well-aligned with countries' national and regional priorities, strategies and plans, the ILO and other international development assistance programmes as well as the SDG target 4, 5, 8, 17.

Project design, results framework and indicators are valid and responsive to the emerging concerns. However, some modifications for the indicators/targets would be helpful to better capture project progress, esp. on outcome levels, gender equality and non-discrimination.

Despite some delay with the start of implementation, at present, the project shows quite good progress thanks to effective project management arrangements, ILO and SKOLKOVO technical capacities and high relevance/fit to specific national contexts and environments. The project has high potential of achieving its planned results, if four-six months' project extension is granted to complete all planned activities, especially piloting innovative tools and models, to analyse and document the results of implementation (as case studies, emerging good practices and lessons learnt), validate them and develop recommendations and share them on national, sub-regional and global levels.

Project human (staff and expert) resources have been allocated and used strategically to achieve the expected results. The project shows some slight delay on the delivery on outputs related to the piloting of new tools and models. To accelerate the efficiency of the deliverables, four-six months' project extension can be considered, after careful budget/work plan revision.

Government institutions fully support the initiatives undertaken by the project. All ILO Constituents been involved in the implementation of the project. The project shows high potential of achieving significant long-term results on economic and social levels if all planned outputs are achieved, their results analysed and exit strategies are duly implemented.

The project has been effective in securing national ownership of the project results. Participatory and needs-based approach adopted by the project allows the results of the project to be sustained after its end. To enhance the sustainability of the project and strengthen the uptake of the project outcomes by the national stakeholders, sufficient time should be allowed to complete all planned activities, to reflect upon its results and secure proper handover of key achievements of the project. Also, as a part of the exit strategy, the project should seek more active engagement and synergies with the ongoing initiatives and projects implemented by the UN Agencies in the countries, including Russia-funded projects.

Lessons Learnt

Four main lessons learnt were identified by the Mid-Term Evaluation, all of them are described in more details below.

Lesson 1. The absence of Gender-Mainstreaming strategy at the Project Design stage results in rather poor gender-performance at the implementation stage (delivery on outputs). The Project focused mainly on collecting the sex disaggregated data and ensuring proper gender balance in capacity building activities. However, gender issues were poorly presented in the content of capacity building events and knowledge products delivered by the Project. The Output 1.4 which is the key output on addressing gender issue has not been implemented so far. This situation puts at risk the achievement of the Project's development objective, to improve employability of both women and men. As it was learnt in the first phase through the independent M&E exercise, the Project failed to attain any significant results in gender-sensitive policies and programming. The target users of this lesson learnt are the ILO staff and other development practitioners who should put more efforts into delivering the results on the Output 1.4. Though involvement of the ILO Gender Bureau was declared in the Project's document, the conducted evaluation exercise has not captured any involvement of the Gender Bureau during the implementation stage. It is recommended to ILO to consult the Gender Bureau in the remaining time left to benefit from the robust gender expertise. In future, gender mainstreaming strategy should be developed at the design stage and well embedded into the Project's implementation plan.

Lesson 2. The absence of specific indicators targeting the needs of vulnerable groups at the Project Design results in the risk of neglecting their rights at the policy level, which in turn may halt the achievement of the Project's development objective; to promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth. In Russia interviews conducted with the implementing partner SKOLKOVO and partners in the region revealed that no attention is paid to the inclusion of vulnerable groups and/or specific issues to address their needs neither in STF sessions nor in TVET management programmes. The education programmes developed by the TVET institutions that participated in Skolkovo initiatives in Khabarovsk have not addressed any vulnerability issues thus making no advanced progress in promoting employment opportunities for vulnerable groups. The interviews conducted with key stakeholders in the participant countries revealed that participation in the International Training Workshop "Alignment of strategic objectives and performance indicators for skills development to the international Human Resource Development (HRD) policy recommendations and experience of G20 countries" and related project's activities allowed them to identify vulnerable groups in their countries for consideration of their needs in future policies. In the case of Kyrgyzstan which has implemented the pilot on the Inter-Agency Technical Working Group, vulnerable groups were included into the policy indicators for the Education Development Strategy (2020-2040) currently under formulation. At the same time, the evaluators noted that there are some good practices on addressing the needs of vulnerable groups and the securing of inclusiveness in education is already developing at the

national level in Russia and Viet Nam, which could be analysed and utilized for the benefit of the project. Thus, close monitoring and technical assistance of the Project to ensure the policies developed are gender-sensitive and inclusive is needed. This lesson learnt could be beneficial for ILO staff, other development practitioners including Skolkovo Management School.

Lesson 3. The poor coordination with ACTEMP at the Project Design and implementation stage resulted in poorly addressing the needs of Employers in enhancing their capacities to facilitate social dialogue in the CIS sub-region. The concerns of the ILO ACTEMP department were confirmed at the evaluation data collection phase. Key informants in Project’ participant countries from the employer’s side demonstrated poor knowledge about the Project and low degree of involvement. In Russia, the largest and most notable employer’s association – Russian Union of the Industrialists and Entrepreneurs are not involved in cooperation with SKOLKOVO neither at the federal nor regional level. Without proper training in social dialogue the employers involved in the SKOLKOVO STF sessions have limited skills to communicate their demand for skilled workforce at the regional and federal level beyond the Project’s events. The derived lessons would be of the use of the ILO Project staff, including ACTEMP Department in Geneva, to pay more attention at the implementation of the activities targeting the employers, partnering with the Russian Union of the Industrialists and Entrepreneurs on capacity building, piloting and developing policy recommendations at the federal (Russia) and sub-regional (CIS) levels in the remaining timeframe of the project. In future, paying more attention to the specific employer’s needs at the design stage, especially in projects such as this one, where the employers are the key stakeholders.

Lesson 4. Finally, prolonged coordination of the final project document and the work plan with the High Level Project Advisory Committee resulted in some delay with the start of the project. Similar to the first phase of the project, the actual implementation of the activities started on July 01, 2017, following the approval of the project by the donor. Smooth transition from one to another phase of the project is needed, to reduce the negative effect of the intermissions and/or delays in implementation. Two possible remedies are envisioned. First, substantial discussions on the next phase of the project should start earlier, before the actual end of the previous phase (at least 6 months before) to allow enough time for proper coordination process with Project Advisory Committee to be completed. Another suggestion would be to re-adjust the procedures of the formal approval of the Project document to make them more flexible. This could be conducted either in the form of the virtual meetings or obtaining support/approvals from the PAC members in the written form, within a specified period of time.

6. RECOMMENDATIONS

When analyzing data collected during the desk review and field visits and formulating recommendations, the evaluation team applied a utilization-focused approach.¹⁰⁶ This is aimed at developing recommendations which will be realistic, feasible and support the ILO project team to make informed decisions about re-aligning the project implementation to improve its impact, increase sustainability of the results as well as produce evidence on emerging good practices and lessons learnt for future interventions.

Table 22. Recommendations for the project

| | RECOMMENDATIONS /PRIORITY/ADDRESSED TO | TIMEFRAME AND RESOURCE IMPLICATIONS |
|----|--|--|
| | HIGH PRIORITY FOR ILO PROJECT MANAGEMENT TEAM: | |
| 1. | To ensure that the MTE results are shared and discussed with the stakeholders. <u>The ILO Project Team</u> , with support from the National Project Coordinators should ensure that the results of the mid-term evaluation are shared and discussed with the national | Within two months. No extra resources needed |

106 Utilization-Focused Evaluation. URL: <https://www.betterevaluation.org/it/node/779>

| | | |
|----|---|---|
| | stakeholders and partners in all countries, to inform project implementation and support decision making on project extension. | |
| 2. | To conduct thorough internal review and assessment of the workplans and budgets to inform a decision on project extension. <u>The ILO Project Team</u> , with support from the National Project Coordinators should carefully review current status of implementation of the activities which are delayed, paying attention to the implementation of the Output 1.4 and SKOLKOVO component in Jordan, Viet Nam and Armenia and consider at least four to six months project extension, to enhance impact, secure full completion of pilots and reinforcing of the good results obtained so far, consolidate best practices and lessons learnt and increased visibility of the project results ¹⁰⁷ . | Three months. No additional resources needed |
| 3. | To enhance project visibility and external public communication to promote project results and donor's visibility at national and global levels. <u>The ILO Project Team</u> , with support from the National Project Coordinators should revise and update Communication Plan, on both global and national levels. In addition to using traditional mass media sources, project website, promotional tools developed with the support of the project (SKOLKOVO, Russian TVET institutions in the regions, DVET in Viet Nam), the ILO social media accounts (Facebook, Twitter, Youtube, etc.) as well as the Global Public Private Knowledge Sharing Platform ¹⁰⁸ should be used to promote the results of the project and to raise awareness on the ongoing reforms. Additional indicator can be introduced to capture the progress on communication activities (for ex., the number of visits, views; the number of communication products developed and shared- targets to be set by the Project team). | Three months, Additional resources needed (ideally, budget reallocation or staff and implementing partner costs) |
| 4. | To develop a Gender Mainstreaming Strategy for the Project. <u>The ILO Project Team</u> should develop gender mainstreaming strategy, taking into account The ILO Strategic Plan for 2018-21 and ILO Action Plan for Gender Equality 2018-21 (2018). The participatory methodology could be sourced from the Manual for Gender Audit Facilitators (2nd Edition, 2012 Geneva, ILO) to drive the participatory process involving project's stakeholders. The expertise of ILO Gender, Equality and Diversity branch (GED) would be beneficial and introduce at least one gender-relevant topic in each Project's events and/or activity. Capacity building activities for Project staff and its constituents on integrating a gender-sensitive approach in policy development, programming and implementation including Gender Sensitive Budgeting are highly recommended. | Within three months. No additional resources needed (with support from ILO Gender Bureau) |
| 5. | To develop a Non-Discrimination Strategy for the Project. <u>The ILO Project Team</u> should conduct Gender, Human Rights and Non-Discrimination Analysis in skills and employment sector in the Project's participant countries and develop a Non-Discrimination Strategy. The ILO's 2014–2017 Disability Inclusion Action Plan could be used as the base to develop the Project's Non-Discrimination Strategy as the disability issues remain quite challenging in project's countries and the G20 strategy calls on ensuring broad access to training opportunities for workers with disabilities. As a part of implementation of the Non-Discrimination Strategy, Project Team should commission policy analysis in this area, resulting in development of the guidelines for policy-makers and TVET practitioners on developing gender-sensitive and inclusive policies and programs to better address needs of those groups facing the greatest barriers to finding or remaining in employment. | Within the remaining period of time. Resources allocated for Output 1.4 can be utilized |
| 6. | To improve project design, data collection and reporting, especially on outcomes. <u>The ILO Project Team</u> should make use of the recommendations developed by the Evaluability Assessment, Mid-Term Review and update project M&E tools and progress reporting templates. In particular, consider the following measures: a) developing specific indicators on vulnerable groups of youth into the Project Design in coordination with social partners; b) developing additional complementary indicators to capture progress on immediate objectives levels; c) introduce gender | Within three months. No additional resources needed |

¹⁰⁷ The suggested NCE is from four to six months, aiming at finalizing implementation of all capacity building activities in three months before the end of the project and focusing on knowledge consolidation and proper handover in the last three months of project implementation.

¹⁰⁸ <https://www.skillsforemployment.org/KSP/en/index.htm>

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| | disaggregated data to project progress report on global level; d) adding sections on project progress on gender mainstreaming, inclusion and support to achieving the SDGs in project progress reports. | |
| 7. | To continue the active promotion and dissemination of the knowledge products and tools developed by the project. <u>The ILO Project Team</u> should include representatives of the sub-regional intergovernmental organizations working on the Eurasian Economic Union and CIS levels (such as Inter-Parliamentary Assembly CIS, CIS Executive Committee, Eurasian Economic Commission) as well as expert organizations like Russian International Affairs Council (RIAC) in the list of the project stakeholders directly benefitting from the Project knowledge products and capacity development activities. | Within the remaining period of time. Additional resources might be needed for short term expert support |
| 8. | To organize capacity development activities for the social partners, in particular, employers in the CIS region, and continue conducting such activities for the workers. The ILO Project Team, should organize capacity development activities aimed at enhancing knowledge and skills of the social partners, with particular attention to the needs of employers in the CIS countries to successfully engage in the social dialogue, to enhance their skills in developing research tools, conducting surveys, developing policy proposals based on empiric research and engage in advocacy effort to promote their policy proposals, and continue conducting such activities for workers. Cooperation with ACT/EMP and ACTRAV should be enhanced. | Within the remaining period of time Additional resources might be needed |
| 9. | To complement the ongoing continued effort on promoting the visibility of the Project and organize final global high visibility event with participation of the stakeholders from all countries. <u>The ILO Project Team</u> , with support from the National Project Coordinators should organize final global level event to discuss the results of project implementation, present good practices and lessons learnt on a global level and develop recommendations to inform future initiatives. | In the last three months of project implementation. Additional resources will be needed- budget revision required |
| HIGH PRIORITY FOR SKOLKOVO | | |
| 10. | To organize one final event on the national level for the stakeholders from Russian regions. <u>SKOLKOVO</u> should enhance peer-to-peer learning, experience sharing and identifying best practices, government representatives, TVET managers and employers from the Russian regions should be brought together, to discuss the results of project implementation, lessons learnt, disseminate the information and developing recommendations to inform TVET reform in other regions of Russia. | In the last three months of project implementation. Additional resources will be needed- budget revision required |
| 11. | To involve social partners in project implementation in the regions of the Russian Federation. <u>SKOLKOVO</u> should discuss and identify the opportunities for more active collaboration with the Russian Union of the Industrialists and Entrepreneurs (RSPP), Federation of Independent Trade Unions of Russia (FNPR) and Confederation of Labour of Russia (KTR) in implementation of activities in the regions of the Russian Federation, to see how the potential of the Union could be utilized. | For the remaining timeframe of the project |
| HIGH PRIORITY FOR EVAL | | |
| 12. | To include the need to assess environmental sustainability as the cross-cutting issue in the EVAL documents and instructions. <u>EVAL Office</u> should review and update the instruction on development of ToRs for evaluation, the ILO Policy Guidelines for Evaluation Principles, rationale, planning and managing for evaluations, Checklist on Rating the Quality of Evaluation Reports and other relevant documents to make sure that environmental sustainability is included as one of the key cross-cutting issued for evaluation. | Within three months. Extra resources might be needed |

| | RECOMMENDATIONS | TIMEFRAME AND RESOURCE IMPLICATIONS |
|--|--|--|
| MEDIUM PRIORITY FOR ILO PROJECT MANAGEMENT TEAM AND NATIONAL PROJECT COORDINATORS | | |
| 13. | To continue actively explore emerging opportunities for partnerships and synergies with similar initiatives and other donor funded projects. <u>The ILO Project Management Team and Project National Coordinators</u> should continue actively exploring existing and emerging possibilities for cooperation on all levels, including synergies with other donors' initiatives and cooperation with the UN Agencies and UNCTs, including other Russia-funded development initiatives in the CIS region (UNDP implemented projects), to enhance sustainability of results | Within the remaining timeframe. No extra resources needed |
| 14. | To continue the good practice of collecting the data on participation of key constituents by category (government, workers, employers). <u>The ILO Project Management Team and Project National Coordinators</u> should continue good practice of continuous data collection on participation in capacity development activities by category and ensure equal representation and participation, to ensure equal engagement of the constituents in the project activities | Within the remaining timeframe. No extra resources needed |
| MEDIUM PRIORITY FOR ILO PROJECT MANAGEMENT TEAM | | |
| 15. | To continue the good practice of using ACTRAV expertise on addressing the issues of human rights protection of vulnerable groups and rights of workers in a dialogue with governments and employers. <u>The ILO Project Management Team</u> should continue close cooperation with the ACTRAV ensuring that the potential for cooperation is fully utilized for the benefit of the project. | Within the remaining timeframe. No extra resources needed |
| 16. | To deploy National Project Coordinator in Tajikistan and a Communication Consultant (either in Russia or Geneva). <u>The ILO Project Management Team</u> should hire a National Project Coordinator in Tajikistan, to support project implementation, coordination and cooperation with UNCT, to improve project internal monitoring and reporting, collecting good practices and lessons learnt. Also, Communication Consultant should be hired to support external communication and collaboration and improved visibility of the project (either in Moscow or Geneva, depending on the prime focus of communication activities). | Within four months. Extra resources will be needed- budget revision required |
| MEDIUM PRIORITY FOR THE ILO PROJECT MANAGEMENT TEAM AND SKOLKOVO | | |
| 17. | Jointly review and discuss current status of implementation of Output 3.3 and develop a joint action plan to ensure high quality of delivery and tangible impact on skills development systems and training programs in 3 project countries. <u>Both ILO Project Management Team and SKOLKOVO</u> should jointly discuss current gaps in implementation, identify and agree on joint actions which could be helpful to succeed in application of the STF from in the recipient countries. | Within three months. No extra resources needed |

7. ANNEXES

7.1. Annex A. Terms of Reference

**Terms of Reference
Independent Mid-Term Evaluation of
Applying the G20 Training Strategy:
A Partnership of the ILO and the Russian Federation, Phase 2**

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| ILO Project Code | INT/10/01/RUS |
| Administrative Unit in charge of the Project | Employment Policy Department |
| Technical Backstopping Unit | Skills and Employability Branch (SKILLS) |
| Type of Evaluation | Mid-term Independent |
| Project Period | 5.12.2016 – 31.12.2019 |
| Total Project Budget | USD 12 Million |
| Funding Agency | Russian Federation |

INTRODUCTION AND RATIONALE FOR EVALUATION

1. The project, Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation” (the Project), is a 36-month, US\$12 million second phase initiative, funded by the Russian Federation and implemented by the International Labour Organization (ILO). The Project aims to strengthen the capacity of relevant governments, Employers’ and Workers’ organizations (Social Partners), competent bodies, sectoral organizations and stakeholders to review, develop and implement changes in National and Sectoral Skills Development Systems in the six (6) beneficiary countries (Project Countries).
2. In line with the ILO’s Evaluation Policy (2017), Projects with budgets over US\$5 million must undergo both a mid-term and final evaluation, both of which, must be independent.
3. In line with the donor agreement and ILO’s Evaluation policy, a Mid-Term Evaluation (MTE) is being conducted to review the project performance and enhance learning within the ILO and among stakeholders. Findings and recommendations of the evaluation will also inform the Project team in aligning the implementation of the second half of the project as well as provide valuable inputs to strengthening the ILO’s management capacity.
4. The evaluation will be conducted as an independent evaluation where, the evaluation is managed by an ILO Official and conducted by an external Evaluator, selected through a competitive process, in consultation with the Project Management Team and the Employment Department. Key stakeholders, ILO Constituents, partners and the donor will be consulted throughout the evaluation process. This MTE of the Project is planned for the last quarter of 2018, with the final report expected to be completed by end of December 2018.

BACKGROUND ON PROJECT AND CONTEXT

5. During Russia's Presidency of the G20 in 2013, Human Resources Development (HRD) was identified as a main objective of its Development Working Group. The Project, Applying the G20 Training Strategy, a partnership of the ILO and the Russian Federation, Phase 2, is continuing the implementation of the G20 Training Strategy: A Skilled Workforce for Strong, Sustainable and Balanced Growth in the Project Countries. The G20 Training Strategy underlines the need for identification of employers' demand for skilled workforce and developing a mechanism for planning of enrolments in Skills Development institutions.
6. The ILO is implementing the Phase 2 of the Project, 2017-19, with a budget of USD12 million, which continues to contribute to meeting the Russian government's commitment to the G20 Development Working Group on HRD. Phase 2 continues to target the five countries that benefitted from technical support during Phase 1, Armenia, Kyrgyzstan and Tajikistan, within the Commonwealth Independent States (CIS) block of countries, as well as Jordan in the Middle East and Viet Nam in Asia and expanded to include five regions in the Russian Federation, Amur, Arkhangelsk, Khabarovsk, Krasnoyarsk, and Sakha-Yakutia. The Project aims to further strengthen skills and employability development systems and address priorities identified in consultation with key stakeholders in each of the Project Countries. Phase 1 of the Project was concluded in 2016, where the foundation was laid for several initiatives to foster strengthened Skills Development Systems, develop and test tools and facilitate knowledge-sharing on HRD issues.
7. Phase 2 is intended to continue the support for implementing the G20 commitments on HRD agreed at the Leaders' Summit in September 2013, namely: 1) to enhance national capacities to meet labour market needs, and 2) to develop regional and international cooperation for training. These objectives include assistance for low-income and middle-income countries to assess their Skills Development needs and build up national capacity in delivering quality training, including through inclusion in training programmes of specific components raising participants' awareness and equipping them with the knowledge and practical skills that would allow them to pay special attention to those groups facing the greatest barriers to finding or remaining in employment such as youth, women, long-term unemployed, low skilled workers, single parents, people with disabilities and older workers.
8. In all the Project Countries, Skills Development has been identified as a priority in the Decent Work Country Programmes (DWCPs). Within the ILO's Programme and Budget planning framework 2018-19, the Project aims to contribute to the achievement of results under "Outcome 1, more and better jobs for inclusive growth and improved youth employment prospects." It is anticipated that National Skills Development Systems will become more responsive to labour market changes in order to reduce the risk of mismatches. In-country project interventions are supported by respective ILO Field Offices in close collaboration with the ILO Skills and Employability Branch.

Intervention logic

9. **The Project Development Objective** is to strengthen National Skills Development Systems, policies and strategies so as to improve employability of both women and men, promote equal access to

employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth.

10. At the end of Phase 2, the Project expects to achieve the following outcomes:

Immediate Objective 1: To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities.

Immediate Objective 2: To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments.

Immediate Objective 3: To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions of the Russian Federation, and in selected Project Countries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts.

11. Given the focus of the Project on “strengthening National and Regional Skills Development policies and systems to improve employability” in the Project Countries, each with different levels of economic and social development and with different needs for strengthening their skills systems, the Project aims to develop and apply knowledge, skills and tools for broad areas of common interest, which have been identified during the inception phase. These sets of systemic issues are linked to each of the Project’s operational objective/outcome and are outlined in the Logframe.

Project Management Arrangement

12. A Project Advisory Committee (PAC), with representation from the Russian Federations’ Ministry of Education and Science (Chair), Ministry of Finance (Co-Chair), Ministry of Labour and Social Protection, Ministry of Foreign Affairs, Federation of Independent Trade Unions of Russia, Russian Union of Industrialists and Entrepreneurs, the ILO Employment Policy Department/SKILLS, the Director for ILO’s Office for Moscow, ILO Partnerships and Field Support Department (PARDEV), and the ILO Chief Technical Adviser (CTA) provide guidance and advice to the Project.
13. At the National level, in the Project Countries, Project Steering Committees (PSCs), with tripartite Constituent representation provide guidance and oversight on the Project.
14. Ad-hoc Technical Thematic Working Groups (TT WGs) are organized on a needs-basis, to address various issues of a technical nature, develop and propose solutions and interventions to the Project. The Technical Thematic Working Groups include representatives of line ministries’ related departments involved in Skills Development and other relevant technical agencies or entities as applicable in each Project Country.
15. The Project structure consists of a Central Project Office based in Geneva and National Project Coordinators in each of the Project Countries. The Project team consists of the following staff:
 - a. 1 Chief Technical Adviser
 - b. 3 Sectoral Skills Experts
 - c. 1 Project Programming Officer
 - d. 6 National Project Coordinators
 - e. 1 Senior Project Assistant
 - f. 1 Programme Assistant
 - g. 1 Administrative and Finance Assistant

- h.** 2 Administrative Assistants
- 16. Project activities and budgets for operations in Viet Nam and Jordan are decentralized and subject to management decisions by the CTA and technical backstopping by the ILO HQ relevant technical staff.
- 17. The Chief of Skills and Employability Branch (SKILLS) in ILO provides the overall supervision to the Project.
- 18. The project collaborates and works in close consultation with ILO Country Offices in Moscow, Hanoi and Beirut, with technical backstopping support provided by ILO Skills Branch in Geneva and the ILO Decent Work Teams in Moscow, Bangkok and Beirut.

PURPOSE AND SCOPE OF THE MID-TERM INDEPENDENT EVALUATION

Purpose

- 19. The independent evaluation serves three (3) main purposes:
 - i. Give an independent assessment of progress to date of the Project across the three outcomes; assessing performance as per the targets and indicators of achievement at output level, strategies and implementation modalities chosen, partnership arrangements, constraints and opportunities in Project Countries;
 - ii. Provide strategic and operational recommendations as well as highlight lessons to improve performance and delivery of programme results; and
 - iii. Assess the relevance of the sustainability strategy, its progress, and potential for achievement and identifying the processes to be continued by stakeholders.

Scope

- 20. The evaluation will cover the duration of Phase 2 of the Project since its inception (December 2016 to September 2018) and its full geographic coverage at both Headquarters and Country level. The evaluation will cover all outcomes of the project, with particular attention to coherence and synergies across components. All Project Countries will be assessed as part of the desk review, developing a typology of countries, the basis of which a sample of 4 countries will be selected for in-depth analysis and meetings with the Project stakeholders and beneficiaries (country visits). The number of countries selected will be proportional to their regional distribution within the project, which will be further determined and informed by the evaluation methodology proposed by the Evaluator.
- 21. Gender concerns should be addressed in accordance with the ILO Guidance note 4, "Integrating gender in the monitoring and evaluation of projects²." All data should be sex-disaggregated and different needs of women and men and of marginalized groups targeted by the Project should be considered throughout the evaluation process.
- 22. The evaluation will integrate gender equality, disability inclusion and other non-discrimination issues as a cross-cutting concern throughout its methodology, analysis and all deliverables, including the final report.
- 23. The evaluation will give specific attention to how the Project is relevant to the ILO's programme and policy frameworks at the national and global levels, relevant Sustainable Development Goals (SDGs), UNDAF and national sustainable development strategies (or their equivalent) or other relevant national development frameworks, including any relevant sectoral policies and programme.

EVALUATION CRITERIA AND QUESTIONS

24. The evaluation will follow the UN Evaluation Standards and Norms, the Glossary of key terms in evaluation and Results-Based Management, as well as utilise the Organisation for Economic Co-operation and Development Assistance Committee (OECD DAC) evaluation criteria as outlined below:
- Relevance and strategic fit – the extent to which the objectives are in keeping with Sub-Regional, National and Local priorities and needs, Constituents’ priorities and needs, and the Donor’s priorities for the Project Countries;
 - Validity of design – the extent to which the project design, logic, strategy and elements are/ remain valid vis-à-vis problems and needs;
 - Effectiveness - the extent to which the project can be said to have contributed to the development objectives and the immediate objectives and more concretely whether the stated outputs have been produced satisfactorily; in addition to building synergies with national initiatives and with other donor-supported projects and project visibility;
 - Efficiency - the productivity of the project implementation process taken as a measure of the extent to which the outputs achieved are derived from an efficient use of financial, material and human resources;
 - Effectiveness of management arrangements;
 - Impact - positive and negative changes and effects caused by the Project at the Sub-Regional and National levels, i.e. the impact with Social Partners and various implementing partner organizations; and
 - Sustainability – the extent to which adequate capacity building of Project stakeholders has taken place to ensure mechanisms are in place to sustain activities and whether the existing results are likely to be maintained beyond project completion.
25. In line with the Results-Based approach applied by the UN, the evaluation will focus on identifying and analysing results by addressing key questions related to evaluation concerns and the achievement of the outcomes/immediate objectives of the project using the logical framework indicators.

Key Evaluation Questions

26. The evaluation will examine the Project on the basis of the questions listed below and against the standard evaluation criteria mentioned above. The Evaluator will start from these proposed set of questions and develop a more detailed analytical structure of questions and sub-questions, taking into account gender equality concerns. Evaluations findings and lessons learned from the previous phase of the project should also be taken into account when finalising the analytical framework. In addition, the report of the evaluability assessment undertaken in 2018 will also be key in the selection of the final evaluation questions.
- i. **Relevance and strategic fit**
- To what extent are the objectives and interventions of the Project consistent with the beneficiaries’ requirements and relevant to the needs of the Project Countries?
 - To what extent does the project complement and fit with other on-going ILO and UN programmes and projects in the Project Countries?
 - To what extent does the Project align to National priorities in the Project Countries?
 - To what extent is the Project relevant to the DWCPs of the Project Countries and to relevant Programme and Budget Outcomes of the ILO?
 - To what extent did the Project objectives and interventions consider relevant SDG targets and indicators?

ii. 2. Validity of design

- To what extent is the results framework appropriate, given the expectations of the ILO and the Donor?
- To what extent are the indicators described in the project document appropriate and useful in assessing the Project's progress? If necessary, how should they be modified to be more useful?
- To what extent are the project design (objectives, outcomes, outputs and activities) and its underlining theory of change logical and coherent?
- How realistic were the risks and assumptions upon which the project logic was based?
- How well defined is the exit strategy?
- To what extent did the project strategies, within their overall scope, remain flexible and responsive to emerging concerns with regards to; (i) gender equality and non-discrimination and (ii) inclusion of people with disabilities?

iii. 3. Effectiveness

- To what extent has the project been making sufficient progress towards its planned results (including intended and unintended, positive and negative)? Is the project likely to achieve its planned long-term and medium-term outcomes by the end?
- To what extent has gender mainstreaming been addressed in the design and implementation of the project?
- To what extent has the project adapted its approach to specific country contexts? Has it been responsive to political, legal, and institutional challenges where it operates?
- To what extent do the project management capacities and arrangements put in place, support the achievement of the expected results? How effective is the centralised management approach?
- Has the project made strategic use of coordination and collaboration with other ILO projects and with other partners to increase its effectiveness and impact?
- How effectively did the project monitor performance and results?
- To what extent are the project interventions contributing (or not) to the relevant SDGs and related targets? If the relevant SDGs were not identified in design, can a plausible contribution to the relevant SDGs and related targets be established?

iv. 4. Efficiency of resource use

- How well have resources and inputs (funds, expertise, time, etc.) been allocated or used strategically to achieve the expected results?
- Have project outputs been delivered in a timely manner? If not, what are the factors that have hindered timely delivery of outputs?
- Have any measures to integrate gender equality been put in place? Where possible, analyse intervention benefits and related costs of integrated gender equality (or not).
- To what extent have project resources been leveraged with other related interventions to maximize impact, if any?
- Was the budget spent according to the proposed budget lines?

v. 6. Impact orientation and sustainability

- To what extent are the planned results of the project likely to be durable and can be maintained or even scaled-up and replicated by other partners after major assistance has been completed?

- How effective has the project been in establishing national/local ownership?
- To what extent can the outputs be expected to be sustainable over the medium-term 5 - 10 years?
- Do the government institutions fully support the initiatives taken by the project?
- To what extent have ILO Constituents been involved in the implementation of the project?

METHODOLOGY

27. A methodology is suggested for the mid-term evaluation, which can be adjusted by the Evaluator if considered necessary, is in accordance with the scope and purpose of the evaluation and in consultation with the Evaluation Manager.
28. The evaluation should be carried out in adherence with the relevant parts of the ILO Evaluation Framework and Strategy; ILO Policy Guidelines for Evaluation: Principles, Rationale, Planning and Managing for Evaluations (3rd ed. August 2017)³.
29. The following elements are the proposed methodology:

i. Inception Phase

The Evaluator will review the project document, work plans, project monitoring plans, progress reports, previous evaluations completed by ILO and donors, government documents, meeting minutes, evaluability assessment, policy frameworks and other relevant documents that were produced through the project or by relevant stakeholders. In addition, the Evaluator will conduct initial electronic or telephone interviews with key project informants (CTA, Project Coordinators in Project Countries). An inception meeting with the Evaluation Manager, Project team and technical backstopping unit in ILO HQ (via Skype or face-to-face). The objective of the consultation is to reach a common understanding regarding the status of the project, the priority assessment questions, available data sources and data collection instruments and an outline of the final evaluation report. The following topics will be covered: status of logistical arrangements, project background and materials, key evaluation questions and priorities, outline of the inception and final report. Based on the scope and purpose of the evaluation, document review, briefings and initial interviews, the Evaluator will prepare an inception report with the final methodology.

ii. Data Collection Phase

The Evaluator will first complete relevant consultations with internal project stakeholders such as the CTA, project staff and technical backstopping staff and those in the list of key stakeholders. If the Evaluator wishes to speak with other stakeholders beyond the list, this can be discussed with the Evaluation Manager. The Evaluator will undertake missions to selected Project Countries and will organize various meetings with tripartite stakeholders⁴ to get their views and feedback on the Project and its engagement with them. This will include one or more meetings divided per stakeholder group with Government Representatives, Social Partners and Implementing Partners. The Project Manager, with support from the project team will help in organizing electronic or in-person meetings/group discussions.

The Evaluator will work together with the Project Management to ensure that the participants who can provide information to answer the questions are invited to the meetings or, if availability does not allow, that separate meetings are organized. Based on these meetings and the document review, the Evaluator will build an initial set of conclusions and possible recommendations for next steps. The Evaluator will debrief the ILO Office at country level upon completion of each mission on preliminary conclusions and recommendations. Debriefing sessions will take place via skype, telephone or face-to-face depending on each country context.

iii. Report Writing Phase

Based on the inputs from discussions and interviews with key stakeholders, the Evaluator will draft the mid-term evaluation report. The draft report will be sent to the Evaluation Manager, who will share the report with key stakeholders for their inputs/comments. The Evaluation Manager will consolidate all comments including methodological comments and will then share them with the Evaluator for consideration in finalizing the report. The Evaluator will finalize the report, taking into consideration the stakeholder comments and submit one complete document, with a file size not exceeding 3 megabytes. Photos, if appropriate should be included, inserted using lower resolution to keep overall file size low. A debriefing will be held with the ILO, the Ministry of Finance of the Russian Federation and the Ministry of Education and Science (its established successor after the reform of the ministry) through conference call, following the submission of the final report.

EVALUATOR'S RESPONSIBILITIES AND DELIVERABLES

30. Key Evaluator responsibilities:

- The design, planning and implementation of the evaluation and the write-up of the evaluation report, using an approach agreed with ILO, and for delivering in accordance with the ILO's specifications and timeline;
- Consulting and liaising, as required, with ILO, stakeholders and partners to ensure satisfactory delivery of all deliverables; and
- Making herself/himself available, if required, to take part in briefings and discussions, online or, if judged necessary, at the ILO Geneva Office or other venue, on dates to be agreed, in line with the work outlined in these ToRs, details of which will be worked out by the end of the inception phase.

31. Key Evaluator deliverables:

i. **Deliverable 1: Inception report with methodology**⁵

The inception report should detail the Evaluators' understanding of what is being evaluated and why, showing how each evaluation question will be answered by way of: proposed methods; proposed sources of data; and data collection procedures. The inception report should also include an evaluation matrix, proposed schedule of tasks, activities and deliverables. The evaluation methodology should include a description of:

- An analytical approach to assessing the project across locations;
- A methodology to select and evaluate, among the Project Countries, a sub-set of countries to be reviewed in depth, as mentioned in the evaluation scope section above.

ii. **Deliverable 2: Draft Evaluation Report**

To be submitted to the Evaluation Manager in the format prescribed by the ILO checklist number 5⁶.

iii. **Deliverable 3: Presentations of Draft Report**

A presentation should be prepared for the ILO on the draft report, to be used during the debriefing.

iv. **Deliverable 4: Final Evaluation Report**

To be submitted to the Evaluation Manager as per the proposed structure in the ILO Evaluation guidelines, checklist number 5, carefully edited and formatted. The quality of the report will be determined based on quality standards defined by the ILO Evaluation office⁷. The report should also, as appropriate, include specific and detailed recommendations by the Evaluator based on the analysis of information obtained. All recommendations should be addressed specifically to the organization or institution responsible for implementing it. The report should also include a specific section on lessons learned and good practices⁸ from that aspect of the project that the evaluation is focusing on, either that could be replicated or those that should be avoided.

v. **Evaluation summary**

A standalone summary of the evaluation in the template provided by EVAL for wider dissemination.⁹

PROPOSED WORKPLAN AND TIMEFRAME

32. The evaluation is foreseen to be undertaken in the time period, 5 November 2018 - 29 January 2019, with the aim to submit the final evaluation report to the donor no later than **29 January 2019**. The total effort is expected to be 40 work days to complete the full assignment.

| Phase | Tasks | Responsible Person | Timing | Days Proposed |
|--------------|---|--------------------|--------------------|-----------------|
| I | Inception phase: Desk review, initial briefing with Evaluation Manager, internal briefings with the CTA and Project Coordinators, development of a draft inception report and agenda for meetings | Evaluator | 5 Nov – 16 Nov | 10 working days |
| II | Circulate draft inception report to Project stakeholders, consolidate comments and send to Evaluator | Evaluation Manager | 19 – 23 Nov | |
| III | Final Inception report and evaluation plan | Evaluator | 26 Nov | 1 working day |
| IV | Data collection phase: Meetings with key stakeholders, facilitate stakeholder meetings and interviews, debriefing with ILO Field Offices | Evaluator | 27 Nov - 17 Dec | 15 working days |
| V | Report writing phase: Draft evaluation report based on desk review and consultations from field visits | Evaluator | 18 Dec – 4 January | 10 working days |
| VI | Circulate draft evaluation report to Project stakeholders, consolidate comments of stakeholders and send to Evaluator | Evaluation Manager | 7 – 16 Jan | |
| VII | Finalize report including explanations on comments not included | Evaluator | 17 – 22 Jan | 4 working days |
| VIII | Approval of report by EVAL | EVAL | 25 Jan | |
| IX | Official submission to PARDEV | Evaluation Manager | 29 Jan 2019 | |
| Total | | | | |

33. For this independent mid-term evaluation, the final report and submission procedure will be as follows:

- The Evaluation Consultant will submit a draft evaluation report to the Evaluation Manager;
- After reviewing compliance with the TORs and accuracy, the Evaluation Manager will forward a copy to the Project staff and other key stakeholders for comment and factual check;
- The Evaluation Manager will consolidate the comments and send these to the Evaluation Consultant;
- The Evaluation Consultant will finalize the report, incorporating any comments deemed appropriate and providing a brief note explaining why any comments might not have been incorporated. He/she will submit the final report to the Evaluation Manager;
- The Evaluation Manager will forward the report to EVAL for approval;
- The Evaluation Manager officially forwards the evaluation report to stakeholders and PARDEV; and
- PARDEV will submit the report officially to the Donor.

PROPOSAL SUBMISSION CRITERIA

34. The following will be considered minimum contents of the proposal. Please submit in the order listed:
- Expression of interest/motivation letter;
 - A copy of the candidate's curriculum vitae, which must include information about the qualifications held by the candidate;
 - Previous work samples of similar work done (two evaluation reports);
 - A detailed methodology for meeting the objective of the TOR, with a description of the deliverables and work plan that will identify the major tasks to be accomplished and be used as a scheduling and managing tool, as well as the basis for invoicing;
 - A statement confirming their availability to conduct this assignment and the daily professional fee expressed in US dollars, please provide assumptions taken;
 - A statement confirming that the candidate has no previous involvement in the delivery of the G20 Training Strategy project in the countries of intervention or a personal relationship with any ILO Officials who are engaged in the project;
 - Contact details for at least three organizations who have engaged the Responder for similar assignments;
 - A specific statement that the evaluation will comply with UN Norms and standards; and
 - Mention and reference to the Code of Conduct for carrying out the evaluations.
35. Applications submitted without a fee/rate will not be considered.

RESOURCES

36. The following resources are required:
- Consultant fees for 38 work days
 - Travel to selected Project Countries and DSA as per ILO rules and regulations if applicable
 - Costs associated with meetings including interpretation as needed

PROFILE OF EVALUATION CONSULTANT

37. The Evaluator should have the following qualifications:
- Advanced university degree in social sciences or related graduate qualifications;
 - A minimum of 10 years of professional experience specifically in evaluating international development initiatives, experience in the area of skills will be an added advantage;
 - Minimum five years of experience in conducting programme or project evaluations;
 - Proven experience with logical framework approaches and other strategic planning approaches, M&E methods and approaches (including quantitative, qualitative and participatory), information analysis and report writing;
 - Fluency in written and spoken English is required, knowledge of one or more languages spoken in the project countries would be an asset
 - Knowledge and experience of the UN System;
 - Understanding of the development context of the Project Countries is an advantage;
 - Excellent consultative, communication and interview skills;
 - Demonstrated excellent report writing skills in English; and
 - Demonstrated ability to deliver quality results within strict deadlines.
38. Interested candidates should submit an expression of interest, highlighting the relevant past experience, full curriculum vitae and daily fee no later than **5th October 2018**.

7.2. Annex B. Lessons Learnt

| ILO Lesson Learned Template | |
|---|---|
| <p>Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) (G20TS Project)</p> <p>Project TC/SYMBOL: INT/16/01/RUS</p> <p>Name of Evaluator: Svetlana Bronyuk, Julia Melnichuk, Kira Godovanyuk</p> <p>Date: 30.01.2019</p> <p>The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.</p> | |
| LL Element | Text |
| Brief description of lesson learned (link to specific action or task) | The absence of a Gender-Mainstreaming strategy at the Project Design stage resulted in rather poor gender-performance at the implementation stage. |
| Context and any related preconditions | The Project focused mainly on collecting sex disaggregated data and ensuring proper gender balance in capacity building activities. However, gender issues were poorly presented in the content of capacity building events and knowledge products delivered by the Project. The Output 1.4 which is the key output on addressing gender issue has not been implemented so far. This situation puts at risk the achievement of the Project's development objective, to improve employability of both women and men. As it was learnt in Phase I of the project through the independent final evaluation, the Project failed to attain any significant results in gender-sensitive policies and programming. |
| Targeted users / Beneficiaries | The target users of this lesson learnt are ILO staff involved in project development and implementation as well as other development practitioners from the UN Agencies INGOs, NGOs. |
| Challenges /negative lessons - Causal factors | Though involvement of the ILO Gender Bureau was noted in the Project document, the evaluation has not captured any involvement of the Gender Bureau during the implementation stage. If Gender Mainstreaming Strategy was developed at the Inception Phase of the project, the Project team could have put more attention to gender issues during the implementation stage. |
| Success / Positive Issues - Causal factors | At the start of the Project, the M&E matrix was developed aimed at capturing sex disaggregated data. This template and the requirement for National Project coordinators collecting data in sex disaggregated manner ensured proper gender balance in capacity building activities. |
| ILO Administrative Issues (staff, resources, design, implementation) | It is recommended to the Project team to develop a Gender Mainstreaming Strategy for the Project, taking into account the ILO Strategic Plan for 2018-21 and the ILO Action Plan for Gender Equality 2018-21 (2018). The participatory methodology could be sourced from the Manual for Gender Audit Facilitators (2nd Edition, 2012 Geneva, ILO) to drive the participatory process involving project's stakeholders. The expertise of ILO Gender, Equality and Diversity branch (GED) would be beneficial. It is further recommended that the project introduces at least one gender-relevant topic in each project event and/or activity. Capacity building activities for project staff and ILO Constituents on integrating a gender-sensitive approach in policy development, programming and implementation including Gender Sensitive Budgeting is highly recommended. |

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) (G20TS Project)

Project TC/SYMBOL: INT/16/01/RUS

Name of Evaluator: Svetlana Bronyuk, Julia Melnichuk, Kira Godovanyuk

Date: 30.01.2019

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

| LL Element | Text |
|--|---|
| Brief description of lesson learned (link to specific action or task) | The absence of specific indicators targeting the needs of vulnerable groups at the Project design stage resulted in the risk of neglecting their rights at the policy level, which in turn may halt the achievement of the Project's development objective; to promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth. |
| Context and any related preconditions | Though vulnerable groups were identified in the Project document, the specific indicators and activities were not integrated in Project's design, in particular in the Logical Framework. |
| Targeted users / Beneficiaries | The target users of this lesson learnt is the ILO and other development practitioners working in the area of Skill Development, including Skolkovo Management School. |
| Challenges /negative lessons - Causal factors | In Russia interviews conducted with the implementing partner SKOLKOVO and partners in the region revealed that no attention was paid to the inclusion of vulnerable groups and/or specific issues to address their needs neither in Skills Technology Foresight STF sessions nor in TVET management programmes. For example, the education programmes developed by the TVET institutions that participated in Skolkovo initiatives in Khabarovsk have not addressed any vulnerability issues thus making no advanced progress in promoting employment opportunities for vulnerable groups. |
| Success / Positive Issues - Causal factors | The interviews conducted with key stakeholders in the project participating countries revealed that, participation in the International Training Workshop "Alignment of strategic objectives and performance indicators for skills development to the international Human Resource Development (HRD) policy recommendations and experience of G20 countries" and related project activities allowed them to identify vulnerable groups in their countries for consideration of their needs in future policies. In Kyrgyzstan vulnerable groups were included in the policy indicators for the Education Development Strategy (2020-2040). |
| ILO Administrative Issues (staff, resources, design, implementation) | The ILO Skills and Employability Branch should conduct Gender, Human Rights and Non-Discrimination Analysis in skills and employment sector in the Project's participant countries and develop a Non-Discrimination Strategy. It is also recommended to improve project design by developing specific indicators on vulnerable groups in coordination with ILO Tripartite Constituents and governments. |

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) (G20TS Project)

Project TC/SYMBOL: INT/16/01/RUS

Name of Evaluator: Svetlana Bronyuk, Julia Melnichuk, Kira Godovanyuk

Date: 30.01.2019

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

| LL Element | Text |
|--|---|
| Brief description of lesson learned (link to specific action or task) | The poor coordination with ACTEMP at the Project Design and implementation stage resulted in poorly addressing the needs of Employers in enhancing their capacities to facilitate social dialogue in the Common Wealth of Independent States (CIS) sub-region. |
| Context and any related preconditions | The concerns of the ILO ACTEMP department were confirmed at the evaluation data collection phase. |
| Targeted users / Beneficiaries | The target users of this lesson learnt are the ILO staff and ACTEMP department. |
| Challenges /negative lessons - Causal factors | Key informants in Project' participant countries from the employer's side demonstrated poor knowledge about the Project and low degree of involvement. In Russia, the largest and most notable employer's association – Russian Union of the Industrialists and Entrepreneurs are not involved in cooperation with SKOLKOVO neither at the federal nor regional level. Without targeted capacity building in social dialogue, the Employers' organisation involved in the SKOLKOVO Skills Technology Foresight (STF) sessions have limited skills to communicate their demand for skilled workforce at the regional and federal level beyond the Project's events. |
| Success / Positive Issues - Causal factors | The derived lesson would be for the use of ILO Project staff, including ACTEMP Department in Geneva. |
| ILO Administrative Issues (staff, resources, design, implementation) | ILO is recommended to organize capacity development activities for the employers in the CIS region. The ILO Project Team, with support from the relevant Decent Work Support Team for the CIS region, should organize capacity development activities aimed at enhancing knowledge and skills of the Employers' organizations in the CIS countries to successfully engage in social dialogue, enhance their skills in developing research tools, conducting surveys, developing policy proposals based on empiric research and engaging in advocacy efforts in order to promote their policy proposals as well as influence national policy. Cooperation with ACTEMP should be secured. |

ILO Lesson Learned Template

Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) (G20TS Project)

Project TC/SYMBOL: INT/16/01/RUS

Name of Evaluator: Svetlana Bronyuk, Julia Melnichuk, Kira Godovanyuk

Date: 30.01.2019

The following lesson learned has been identified during the course of the evaluation. Further text explaining the lesson may be included in the full evaluation report.

| LL Element | Text |
|--|---|
| Brief description of lesson learned (link to specific action or task) | Prolonged coordination of the final project document and the work plan with the High Level Project Advisory Committee resulted in delays with the start of the project implementation at the country level. |
| Context and any related preconditions | While the Donor commitment was confirmed on December 5, 2016, through the signing of the Agreement between the Russian Federation and ILO, similar to the first phase, the actual implementation of the activities at national level was delayed due to prolonged coordination of the final project document and obtaining approval from the High Level Project Advisory Committee. Implementation of the activities at national level started on July 01, 2017, immediately after the approval of the final Project document at the first session of the PAC held on June 30, 2017. Fully-fledged project document was submitted to the members of the PAC on May 11, 2017 and approved at the first PAC meeting on June 30, 2017. |
| Targeted users / Beneficiaries | The target users of this lesson learnt are the ILO staff and the PAC. |
| Challenges /negative lessons - Causal factors | At the mid-term evaluation, only 70% of the planned milestones were achieved. |
| Success / Positive Issues - Causal factors | Smooth transition from one phase to another for the project is needed, to reduce the negative effect of the intermissions and/or delays in implementation. |
| ILO Administrative Issues (staff, resources, design, implementation) | Two possible remedies are envisioned; first, substantial discussions on the next phase of the project should start earlier, before the actual end of the previous phase (at least 6 months before) to allow sufficient time for proper coordination process with the Project Advisory Committee to be completed. Another proposal would be to re-adjust the procedures of the formal approval of the Project document to make them more flexible. This could be conducted either in the form of the virtual meetings or obtaining support/approvals from the PAC members in the written form, within a specified period of time. |

7.3. Annex C. Good Practices

| ILO Emerging Good Practice Template | |
|---|---|
| <p>Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) (G20TS Project)</p> <p>Project TC/SYMBOL: INT/16/01/RUS</p> <p>Name of Evaluator: S. Bronyuk, K. Godovanyuk, J. Melnichouk</p> <p>Date: 5 November – 19 December 2019</p> <p>The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.</p> | |
| GP Element | Text |
| Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.) | As a part of knowledge management and communication strategy, the project has established a dedicated project webpage at the global level. Following up on the recommendation from the Donor, all knowledge products and materials produced by the project, including video recording of key capacity building events conducted by the project are published on the web-page. The website is multilingual. Currently, its content is available in English, Russian, Armenian and Vietnamese languages, while the Arabic version is in the process of development. In addition to the ILO's official languages, the project has extended its content to Armenian and Vietnamese to ensure knowledge sharing in all participating countries. The website serves as a key instrument of knowledge sharing and dissemination of best practices at the global level. |
| Relevant conditions and Context: limitations or advice in terms of applicability and replicability | The tool can be highly relevant and applicable for global projects implemented in different countries, regions and contexts. The website is managed by the Project Programming Officer, with contributions from the National Project Coordinators. The need to develop multilingual versions of the website should be considered, development of the versions in some languages can take additional time. Also, sufficient staff resources should be allocated to keep the website regularly updated. |
| Establish a clear cause-effect relationship | The website serves as a cost-efficient and effective tool which helps to consolidate an analytical knowledge base of the project as well as to support dissemination of the knowledge products and training materials developed by the project. |
| Indicate measurable impact and targeted beneficiaries | From July 2017 until November 2018, the project website has had 11,266 visits to the project webpage in English language (visits to other language versions are not included in these numbers). Total number of the website visits to the stock-taking report is 1,556. English versions of the reports account for 71% of visits and Russian versions account for 22% of visits. |
| Potential for replication and by whom | The practice can be replicated by the global projects implemented by ILO. Project management teams can consider developing and using project websites as an efficient tool to promote effective knowledge management and information sharing at the global level as a part of a culture of cooperation in the modern digital world. |
| Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO's Strategic Programme Framework) | The website is highly relevant to one of the project goals to strengthen regional and global cooperation, learning, knowledge-sharing and tools transfer among policy makers and practitioners working in the area of TVET reform. It also encourages interventions by both the ILO and the international community on implementing effective G20 Training Strategy initiatives to strengthen Skills Development Systems and provide targeted assistance to national TVET systems, policies and institutions. |
| Other documents or relevant comments | Project website. URL: https://www.ilo.org/skills/projects/g20ts/lang--en/index.htm |

ILO Emerging Good Practice Template

Project Title: Applying the G20 Training Strategy: A Partnership of the ILO and the Russian Federation (Phase 2) (G20TS Project)

Project TC/SYMBOL: INT/16/01/RUS

Name of Evaluator: Svetlana Bronyuk, Julia Melnichuk, Kira Godovanyuk

Date: 5 November – 19 December 2019

The following emerging good practice has been identified during the course of the evaluation. Further text can be found in the full evaluation report.

| GP Element | Text |
|--|---|
| Brief summary of the good practice (link to project goal or specific deliverable, background, purpose, etc.) | As a part of the G20 Skills project, a pilot “ Alignment of TVET Strategic Objectives and Performance Indicators in line with International HRD Policy Instruments ” on the practical application of skills in reviewing and reforming national and regional TVET systems was successfully completed in Kyrgyzstan. Within the pilot the Inter-Agency Technical Working Groups (ITWG) was established and approved by the Order of the Ministry of Education and Science of Kyrgyzstan, to support the development of TVET education. The synergy of the work of TVET experts, government officials and the National Statistical Committee led to the identification of the most disadvantaged groups in access to TVET education. Also as a result of this work, target indicators on equality of access to training and employment were developed. |
| Relevant conditions and Context: limitations or advice in terms of applicability and replicability | The ITWG selected strategic areas, targets and performance indicators from the summary list of the HRD policy requirements, revised them to address the national priorities and needs, and identified indicators that had baseline data and which ones required data collection. With the support of the Project, national stakeholders collected qualitative and quantitative data from 146 colleges (enrolment, teaching staff, social partnership), conducted telephone interviews of 2017 colleges’ graduates to produce baseline data for the indicators related to satisfaction with training obtained and their employment status within the 12 months period following graduation. |
| Establish a clear cause-effect relationship | 22 ITWG members (73% - females) including experts, state bodies’ staff, social partners were involved in the discussion, collection and processing of data on college graduates, following the methodology proposed by the Project. The composition of the ITWG reflected the government interest in cooperation with the TVET expert community and social organization in order to enhance its capacity in planning management skills and learning international best practices. |
| Indicate measurable impact and targeted beneficiaries | It is expected that the pilot results will bring sustainable outcomes over the medium-term. The draft of the 5-year Strategic plan elaborated by the ITWG is recognized by the Ministry of Education and Science and is expected to be incorporated in the Education Development Strategy (2020-2040). ITWG formulated 23 target indicators and 6 strategic areas of TVET reform and vulnerable groups using gender-sensitive, non-discrimination and inclusive approach . |
| Potential for replication and by whom | The pilot results can be replicated in at least two participant countries - Armenia and Tajikistan – block of CIS countries. The practical application of skills in reviewing and reforming national TVET systems would be also of interest to other countries in need of reforming their national and regional TVET systems. |
| Upward links to higher ILO Goals (DWCPs, Country Programme Outcomes or ILO’s Strategic Programme Framework) | The pilot contributed to the broader Kyrgyzstan Decent Work Country Programme, UN 2030 SDGs achievements and effective implementation of the G20 Training Strategy initiatives to strengthen Skills Development Systems and provide targeted assistance to the national TVET systems, policies and capacity-building to the relevant institutions. |
| Other documents or relevant comments | Sub-regional Pilot Completion Workshop “Alignment of TVET Strategic Objectives and Performance Indicators in line with International HRD Policy Instruments”, Opening remarks: https://youtu.be/WP7RDBmJ250 . |

7.4. Annex D. List of Documents Analyzed

Project documents and reports:

1. Agriculture working group meeting in Viet Nam
2. Amendment to the Agreement between the Russian Federation and the ILO. Phase II: Applying the G20 Training Strategy
3. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Brief
4. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Document (in English and Russian)
5. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Logframe (in English and Russian)
6. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Monitoring and Evaluation Plan (in Russian)
7. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). First Project Progress Report
8. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Second Project Progress Report
9. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Third Project Progress Report
10. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Progress Report 30 June 2018
11. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Progress Report- Armenia
12. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Progress Report- Jordan
13. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Progress Report- Kyrgyzstan
14. Applying the G20 Training Strategy: A partnership of the ILO and the Russian Federation (2nd Phase). Project Progress Report- Viet Nam
15. Approval Corrigendum. Applying the G20 Training Strategy (2nd Phase)
16. Evaluability Assessment: Applying the G20 Training Strategy - A Partnership of the ILO and the Russian Federation (Phase II)
17. Evaluation report on STED training in Viet Nam
18. Full description of “Managing the TVET-institution” training instrument
19. Independent Final Evaluation. Applying the G20 Training Strategy: Partnership of the ILO and the Russian Federation (phase I)
20. Independent Mid-term Evaluation. Applying the G20 Training Strategy: Partnership of the ILO and the Russian Federation (phase I)
21. Implementation Plan of the Programme of Cooperation between the ILO and the Russian Federation, 2017-2020
22. Managing the TVET-institution” booklet about the interactive computer course (in Russian)
23. “Managing the TVET-institution” booklet on methodology and technology of conducting the interactive computer course (in Russian)
24. Methodology for analysis of short-term demand for skilled workforce (completed in Apr 2018)
25. Methodology for Demand-driven Planning of VET Delivery (completed in Apr 2018)
26. Minutes of Consultation Workshop on Solutions for Skills Development in Pig Farming in Viet Nam
27. Methodology for development of assessment tools in Viet Nam
28. Minutes for Tourism working group meeting in Viet Nam
29. MINUTE of National Project Advisory Committee Meeting on 28/09/2018 in Viet Nam

30. National Skill Sectoral Councils Terms of Reference, developed by ILO, EBRD & GIZ in Jordan.
31. Recommendations for organizing computer-based interactive training "Managing THE Institution" (in Russian)
32. Report on PPP activities in Tourism sector in Viet Nam
33. Review of TVET Governance in Viet Nam
34. Research paper on youth job retention and job rejection in Jordan
35. Research paper on spotting Jordan's export potential and employment generation potential in Jordan.
36. Sectoral Governance of Skills Development in Jordan. ILO, February 15, 2018. Prepared by: Rama Erekat
37. SKOLKOVO Interim Narrative Report on implementation (April 2017-September 2018, in Russian)
38. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Future Road Construction and Maintenance Sector" in Khabarovsk region (5th March, 2018, in Russian)
39. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Future Car & Special Machinery Repair Sector" in Khabarovsk region (6th March, 2018, in Russian)
40. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Agriculture" in Krasnoyarsk region (23rd April, 2018, in Russian)
41. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Engineering Industry" in Krasnoyarsk region (24th April, 2018, in Russian)
42. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Future Mining Industry" in Sakha Yakutia (25th June, 2018, in Russian)
43. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Future Forestry Industry" in Arkhangelsk region (2nd July, 2018, in Russian)
44. SKOLKOVO Outcome Report on Foresight Session "Formation of a Competencies Profile for Future Construction and Communal Services" in Arkhangelsk region (3rd July, 2018, in Russian)
45. SKOLKOVO Outcome Report on Foresight Session "Prospects and priorities of development of professional-qualification sphere in information technologies" (23-24th July 2018), in Russian
46. SKOLKOVO Outcome Report on Foresight Session "Prospects and priorities of development of professional-qualification sphere in railway transport" (26-27th July 2018), in Russian
47. Stock-taking report on alignment of strategic objectives and performance indicators to the international HRD policy recommendations and experience G20 countries (Jan 2018).
48. Stock-Taking Report Development Of Occupational Standards, Qualifications And Skills Assessment Instruments (Oct 2018)
49. Stock-taking report on governance of skills development at national, regional and sectoral levels (Feb 2018)
50. Stock-taking report on analysis of market demand for skilled workforce and its application to Vocational Education and Training (VET) delivery planning (completed in May 2018)
51. The G20 Training Strategy - Partnership of the ILO and the Russian Federation, Phase One
52. Project 106013 - Fin Status Report - 20181231a
53. Project 106108 - Fin Status Report - 20181231a
54. Project 106109 - Fin Status Report - 20181231a
55. Project 106110 - Fin Status Report - 20181231a
56. 'Skills for Trade and Economic Diversification' Methodology Training Workshop, Jordan
57. Towards Establishing a Sector Skills Council in the Chemicals Sector, Chemicals SSC Meeting Agenda, Jordan
58. Towards Establishing a Sector Skills Council in the Garment & Textiles Sector, Garment SSC Meeting Agenda, Jordan
59. Towards Establishing a Sector Skills Council in the Wood & Furniture Sector, Wood SSC Meeting Agenda, Jordan
60. Training Workshop on: Systems of Sectoral TVET Governance Agenda, Jordan

Strategy and policy documents:

61. Armenia Development Strategy for 2014-2025
62. Armenia UNCT Workplan 2018
63. Armenia UNDAF. ARMENIA-UNITED NATIONS DEVELOPMENT ASSISTANCE FRAMEWORK 2016-2020
64. DAC Guidelines and Reference Series Quality Standards for Development Evaluation, OECD 2010

65. Decent Work Country Program of the Republic of Armenia, 2018-2022
66. Decent Work Country Programme. The Hashemite Kingdom of Jordan 2018-2022. International Labour Organization.
67. Decent Work Country Program of the Republic of Tajikistan, 2019-2023
68. Decent Work Country programme 2017 - 2021. Viet Nam
69. Federal Law on Independent Assessment of Qualifications. URL: <http://nspkrf.ru/>
70. Education For Prosperity: Delivering Results A National Strategy For Human Resource Development of Jordan 2016 – 2025.
71. G20 Leaders’ declaration Building consensus for fair and sustainable development. G20 Argentina 2018. URL: https://www.consilium.europa.eu/media/37247/buenos_aires_leaders_declaration.pdf
72. G20 International Migration and Displacement Trends Report 2018. December 2018. <http://www.oecd.org/els/mig/G20-international-migration-and-displacement-trends-report-2018.pdf>
73. ILO Policy Guidelines for Evaluation: ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations, 3rd ed. (2017)
74. ILO Policy on Gender Equality and Mainstreaming (1999). United Nations Evaluation Group. 2011. Integrating Human Rights and Gender Equality in Evaluation – Towards UNEG Guidance
75. ILO policy guidelines for results-based evaluation: Principles, rationale, planning and managing for evaluations, 2012
76. ILO Eval’s guidance on Integrating Gender Equality in Monitoring and Evaluation of Projects, 2012
77. ILO Eval’s guidance on Preparing the Evaluation Report (2014)
78. Improving Living Standards Through Mainstreaming Of Sustainable Development Goals Into The National Development Policy In Tajikistan, Voluntary National Review, 2017
79. Jordan National Employment Strategy 2011-2020
80. Jordan 2025. A National Vision and Strategy
81. Jordan Economic Growth Plan 2018-2022
82. Jordan National Strategy on Human Resource Development 2016-2025
83. Jordan’s National Employment Strategy 2011-2020.
84. Jordan’s Way to Sustainable Development First National Voluntary review on the implementation of the 2030 Agenda
85. Jordan Decent Work Country Diagnostic. International Labour Organization Regional Office for Arab States.2017
86. Jordan Response Plan 2018-2020
87. Kyrgyzstan Education Development Strategy 2012-2020
88. Kyrgyzstan National Development Strategy 2018-2040
89. Kyrgyzstan Priority directions of activity for the period until 2023 within the framework of implementation of the National Development Strategy of the Kyrgyz Republic for 2018-2040
90. Kyrgyzstan UNDAF 2016-2020
91. Krasnoyarsk Regional Programme “Development of agriculture and regulation of markets for agricultural products, raw materials and food for 2014-2020
92. Mid-term Development Program of Tajikistan for 2016-2020.
93. Monitoring Project Performance Frameworks for Armenia, Jordan, Kyrgyzstan and Viet Nam
94. National Development Strategy for Kyrgyzstan.
95. National Development Strategy Of The Republic Of Tajikistan For The Period Up To 2030.
96. Norms and Standards for Evaluation. UNEG. 2017
97. Programme of Cooperation between the Russian Federation and the International Labour Organization for the period of 2017-2020
98. Promoting DECENT WORK in Eastern Europe and Central Asia ILO Decent Work Technical Support Team and Country Office for Eastern Europe and Central Asia. Booklet, 2013
99. Strategy of TVET system development in the Russian Federation (2013-2020).
100. Tajikistan National Development Strategy for the period up to 2030

101. The Decree of the Government of Kyrgyz Republic “On Strategic Areas of Development of Vocational Education in Kyrgyzstan”.
102. Viet Nam Poverty Reduction Strategy Paper. IMF, 2004
103. Viet Nam Vocational Training Development Strategy for the 2011-2020 period
104. Viet Nam Socio-Economic Development Strategy for the period of 2011-2020
105. Viet Nam Sustainable Development Strategy for 2011-2020
106. Viet Nam Decision on Approving Strategy of Development of Human Resources during 2011-2020
107. Viet Nam’s Voluntary National Review On The Implementation Of The Sustainable Development Goals.
108. Viet Nam Strategy on Tourism Development until 2020, Vision to 2030
109. Strategy of social and economic development of Khabarovsk Krai till 2025 URL: <https://www.khabkrai.ru/officially/Gosudarstvennye-programmy/Dokumenty-strategicheskogo-planirovaniya/146062>

Research and publications:

110. A Skilled Workforce for Strong, Sustainable and Balanced Growth. International Labour Office Geneva, November 2010. URL: https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_151966.pdf
111. G20 Leaders’ declaration Building consensus for fair and sustainable development. G20 Argentina 2018. URL: https://www.consilium.europa.eu/media/37247/buenos_aires_leaders_declaration.pdf
112. G20 International Migration and Displacement Trends Report 2018. December 2018. <http://www.oecd.org/els/mig/G20-international-migration-and-displacement-trends-report-2018.pdf>
113. The Director-General’s Programme And Budget Proposals For 2018–19. Date 30 January 2017.
114. The Paris Declaration on Aid Effectiveness and the Accra Agenda for Action. URL: <http://www.oecd.org/development/effectiveness/34428351.pdf>
115. The One Strategic Plan 2017-2021. URL: http://un.org.vn/en/publications/doc_details/542-one-strategic-plan-2017-2021.html
116. Transforming Our World: The 2030 Agenda For Sustainable Development. URL: <https://sustainabledevelopment.un.org/content/documents/21252030%20Agenda%20for%20Sustainable%20Development%20web.pdf>
117. UN Sustainable Development Framework (2018-2022). URL: <http://jo.one.un.org/en/publications/un-sustainable-development-framework-2018-2022/88>

7.5. Annex E. Summary Statistics and List of Interviewees

Figure 4. Key informant interviews conducted (by country and gender, in persons)

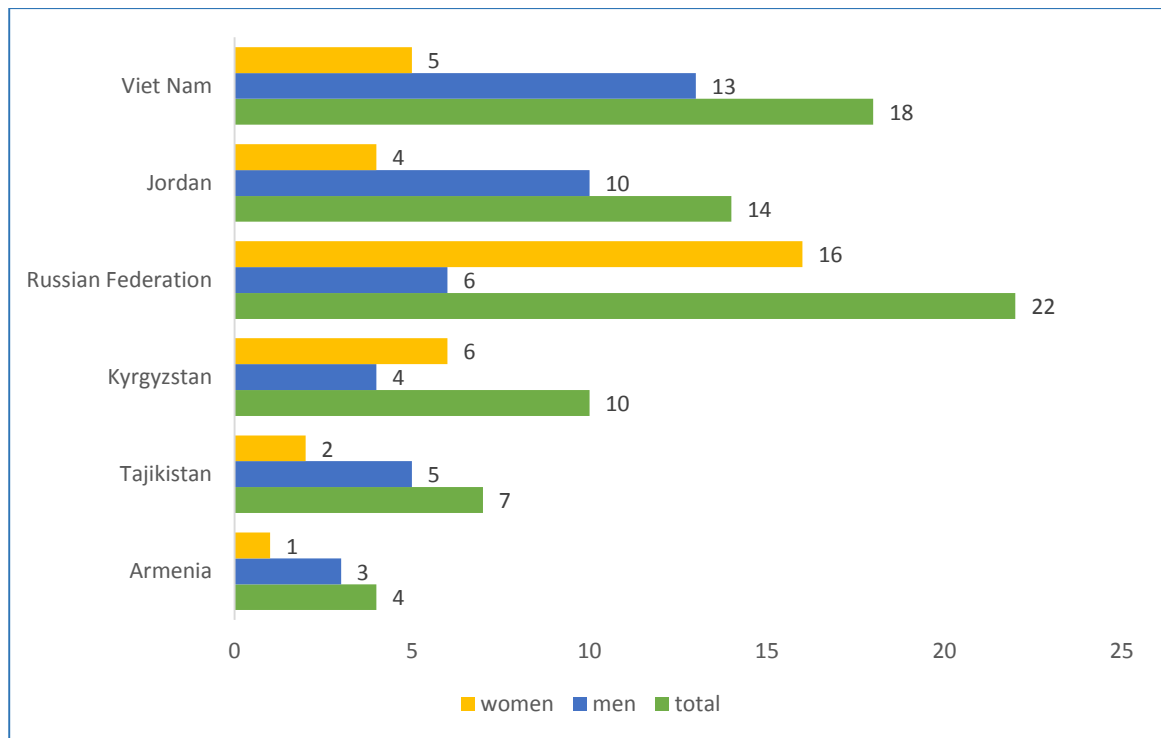
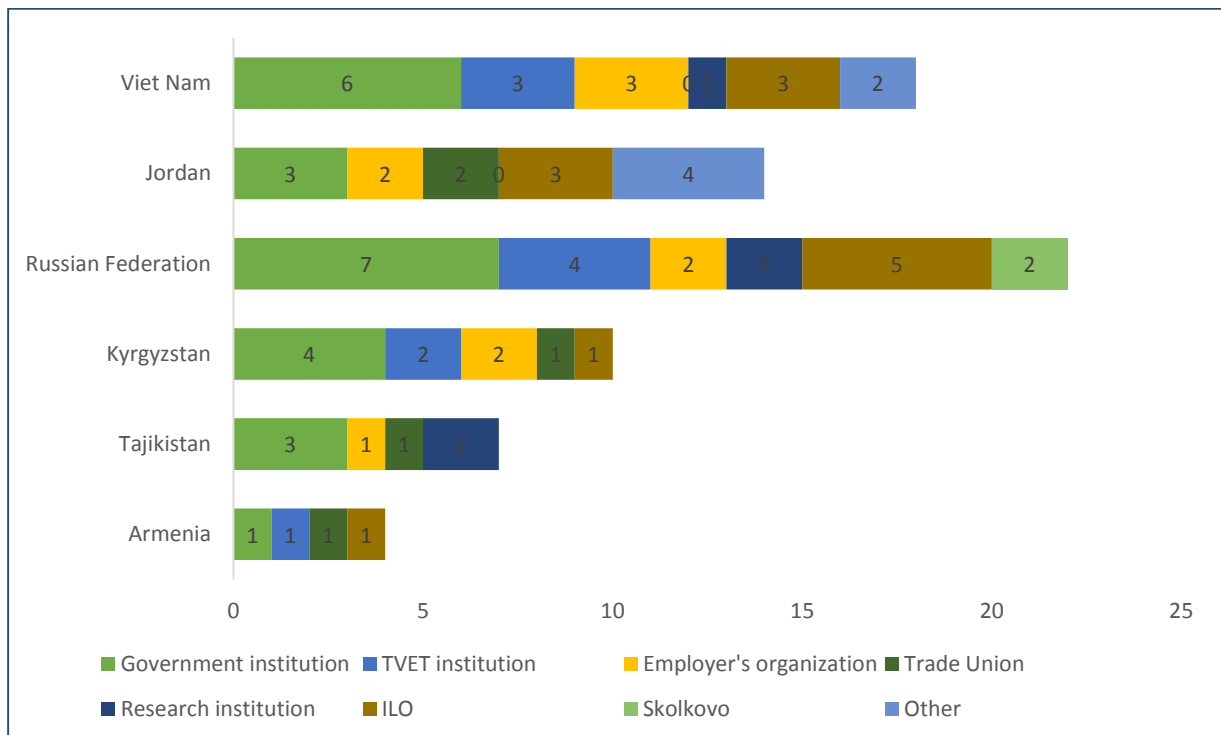


Figure 5. Key informant interviews conducted (by country and organization, in persons)



List of Key Informants

| # | Name of the informant | Position/Organization | Interview conducted / Evaluator |
|-------------------|--|--|--|
| KYRGYZSTAN | | | |
| 1 | Ms. Boyko Evgenia Vladimirovna | Head of Strategic Planning Unit of the Ministry of Education and Science of Kyrgyz Republic | Conducted by K. Godovanyuk |
| 2 | Mr. Abylkasymov Toolosbay Turdalievich | Leading Specialist for Vocational Education Unit of the Ministry of Education and Science of Kyrgyz Republic | Conducted by K. Godovanyuk |
| 3 | Ms. Kasymbaeva Saule Tursunovna | Leading Special of the Ministry of the Employment promotion department of the Ministry of labour and social development of Kyrgyz Republic | Conducted by K. Godovanyuk |
| 4 | Ms. Tekeeva Lyuksina Aygufovna | Deputy Head of National Statistical Committee of Kyrgyz Republic | Conducted by K. Godovanyuk |
| 5 | Ms. Kasymalieva Gulmira Kadyrovna | Head of socio-economic protection of workers Unit of the Federation of Trade Union of Kyrgyz Republic | Conducted by K. Godovanyuk |
| 6 | Mr. Omoshov Zhoodar | Head of Employment and Work Committee of the Business-Association JIA, Kyrgyz Republic | Conducted by K. Godovanyuk |
| 7 | Mr. Ubulkasymov Bakhtiyar Iminovich | Coordinator for Chuyskaya oblast of the Chamber of Commerce and Industry, Kyrgyz Republic | Conducted by K. Godovanyuk |
| 8 | Ms. Stepanchenko Natalia Leonidovna | Polytechnic College MUKa Kyrgyz Republic | Conducted by K. Godovanyuk |
| 9 | Mr. Asanakunov Urmatkazy Shakenovich | Bishkek college of Architecture and Constructions, Kyrgyz Republic | Conducted by K. Godovanyuk |
| 10 | Ms. Kachkinbaeva Liliia | ILO National Project Coordinator, Kyrgyz Republic | Conducted by K. Godovanyuk |
| | | Total: 10 interviews | 4 men, 6 women |
| VIET NAM | | | |
| 1 | Mr. Pham Vu Minh | Head of International Cooperation Department, Ministry of Labour - Invalids and Social Affairs (MOLISA) | Conducted by J. Melnichuk on 26 th November |
| 2 | Ms. Le Thi Loan | Vice Head of poverty reduction and rural social protection, Ministry of Agriculture and Rural Development (MARD) | Conducted by J. Melnichuk on 28 th November |
| 3 | Mr. Le Anh Tuan | Deputy Director of Training Department, Ministry of Culture, Sport and Tourism (MOSCT) | Conducted by J. Melnichuk on 27 th November |
| 4 | Mr. Ngo Xuan Lieu | Director of National Center of Employment Service, Bureau of Employment | Conducted by J. Melnichuk on 28 th November |
| 5 | Mr. Dao Trong Do | Deputy Director of Regular Training Department, DVET | Conducted by J. Melnichuk on 28 th November |

| | | | |
|-----------------------------|-----------------------|--|---|
| 6 | Ms. Mai Hong Ngoc | Bureau of Employers' activities, Vietnam Chamber of Commerce and Industry, VCCI | Conducted by J. Melnichuk on 29 th November |
| 7 | Mr. Nguyen Vu Quang | Director of the Institute of Policy Support for Agriculture and Rural Development (IPSARD) | Conducted by J. Melnichuk on 29 th November |
| 8 | Mr. Nguyen Quang Viet | Director of NIVT/DVET | Conducted by J. Melnichuk on November 26 th |
| 9 | Mr. Nguyen Quang | Operation Director Fraser Suites Hanoi Hotel | Conducted by J. Melnichuk on 29 th November |
| 10 | Mr. Tran Ngoc Luong | BIM Corporate Training Manager | Conducted by J. Melnichuk on 27 th November |
| 11 | Mr. Ngo Trung Ha | Director of Pegasus in Tourism | Conducted by J. Melnichuk on 28 th November |
| 12 | Mr. Nguyen Tuan Dung | Hanoi Tourism Colleague, Hoang Quoc Viet, Dean of Hotel and Restaurant Management Faculty | Conducted by J. Melnichuk on 27 th November |
| 13 | Mr. Van Dan | Head of Tourism Department, Open University | Conducted by J. Melnichuk on 28 th November |
| 14 | Mr. Valentin Laptev | Third Secretary, the Embassy of the Russian Federation in Viet Nam | Conducted by J. Melnichuk on 27 th November |
| 15 | Ms. Phan Thi Uyen | Senior Technical Officer – Team Lead “Support to the Initiative for ASEAN Integration” (IAI) GIZ project | Conducted by J. Melnichuk on 26 th November |
| 16 | Mr. Changhee Lee | ILO Country Director | Conducted by J. Melnichuk on 26 th November |
| 17 | Ms. Nguyen Thi Huyen | ILO National Project Coordinator | Conducted by J. Melnichuk on 26 th and 29 th November |
| 18 | Ms. Nguyen Ngoc Dung | ILO Project Assistant | Conducted by J. Melnichuk on 26 th and 29 th November |
| Total: 18 interviews | | | 13 men, 5 women |
| JORDAN | | | |
| 1 | Ms. Seham Al Adwan | Head of International Cooperation Department, Ministry of Labour | Conducted by K. Godovanyuk |
| 2 | Mr. Mohammad Irshaid | Director of Center of Accreditation and Quality Assurance (CAQA) | Conducted by K. Godovanyuk |
| 3 | Mr. HE Hani Khleifat | Secretary General, Ministry of Labour | Conducted by K. Godovanyuk |
| 4 | Mr. Thaher Al Abed | Representative, General Federation of Jordan Trade Unions | Conducted by K. Godovanyuk |
| 5 | Mr. Anan Zeitoun | Director, Center of Economic and Industrial Studies, Jordan Chamber of Industry | Conducted by K. Godovanyuk |
| | HE Maher Mahrouq | Executive Director, Jordan Chamber of Industry | Not Conducted. The interview was canceled since the working agenda of Mr. Maher Mahrouq changed |
| 6 | Mr Tareq Al Rashdan | Director of the Directorate of Operational Strategies and the TVET Council, Ministry of Labour | Conducted by K. Godovanyuk |
| 7 | Mr Rami Samain | Head of Social Inclusion and Gender at EBRD | Conducted by K. Godovanyuk |
| 8 | Mr. Fathallah Emrani | General Trade Union for Workers in Textile, Garment and Textile | Conducted by K. Godovanyuk |
| 9 | Mr. Roman Groshkov | The Head of Economic Department of the Embassy of the Russian Federation | Conducted by K. Godovanyuk |
| 10 | Mr Patrick Daru | ILO Country Coordinator of Jordan | Conducted by K. Godovanyuk |
| 11 | Ms Eman Al'araj | ILO Project Coordinator | Conducted by K. Godovanyuk |
| 12 | Ms Areej Jallad | ILO Project Assistant | Conducted by K. Godovanyuk |

| | | | |
|---------------------------|-----------------------------------|---|---|
| 13 | Ms. Tatiana Davidova | Former Attaché and Liaison Officer for the project in the Embassy of the Russian Federation in Jordan | Conducted by K. Godovanyuk in Moscow |
| 14 | Mr. Paul Comyn | Project Backstopping Office for Jordan and Viet Nam | Conducted by K. Godovanyuk via Skype |
| | | Total: 14 interviews | 10 men, 4 women |
| RUSSIAN FEDERATION | | | |
| 1 | Ms. Esenina Ekaterina | Russian Federal Institute of Educational Development (FIRO) | Conducted by S. Bronyuk |
| 2 | Ms. Valkova Anna Vitalievna | Deputy Director, Department of International Financial Relations, Ministry of Finance | Conducted by S. Bronyuk |
| 3 | Mr. Levchenko Alexey Nikolayevich | Deputy Director of the Department of State Policy for Skills Development and Professional Education, Ministry of Education | Conducted by S. Bronyuk on 17 th December |
| 4 | Mr. Igor Zemlyanskiy | Ministry of Labour and Social Protection of the Russian Federation | Conducted by S. Bronyuk |
| 5 | Ms. Natalia Hoffman | Advisor, Department Labour market and Social partnership RSPP | Conducted by S. Bronyuk |
| 6 | Ms. Valeriya Dogalskaya | Skolkovo Training Center | Conducted by S. Bronyuk |
| 7 | Ms. Zinaida Voroobyeva | Skolkovo Training Center | Conducted by S. Bronyuk |
| 8 | Ms. Irina Sinelina | ILO M&E Program Officer | Conducted by S. Bronyuk |
| 9 | Mr. Irina Melekh | ILO Moscow | Conducted by S. Bronyuk |
| 10 | Mr. Michael Pouchkin | ILO Moscow Senior Employment Specialist | Conducted by S. Bronyuk |
| 11 | Vlado Curovich | ILO Senior Specialist for Employers' Activities Country Office for Eastern Europe and Central Asia and Decent Work Technical Support Team | Conducted by S. Bronyuk |
| 12 | Gosha Alexandria | ILO Specialist in Workers' Activities Country Office for Eastern Europe and Central Asia and Decent Work Technical Support Team | Conducted by S. Bronyuk |
| 13 | Ms. Nikotina Olga Nikolaevna | Deputy Head of the Ministry of Education, Krasnoyarsk region | Conducted by J. Melnichouk on 10 th December |
| 14 | Mr. Avetisyan Arthur Samvelovich | Director of Uyarsk Agricultural Technical School | Conducted by J. Melnichouk on 11 th December |
| 15 | Ms. Nadezhda Igorevna Stepanova | Deputy Director of Krasnoyarsk Technical School of Industrial Service | Conducted by J. Melnichouk on 11 th December |
| 16 | Ms. Schelkun Nadezhda Ignatyevna | Khabarovsk Regional Institute of Development of System of Advanced Qualifications in Professional Education | Conducted by K. Godovanyuk |
| 17 | Ms. Nekrasova Marina Gennadyevna | Deputy Director of the Regional Aviation College of Komsomolsk-on-Amur (Interregional Competence Center) | Conducted by K. Godovanyuk |
| 18 | Ms. Kuznetsova A.G. | The Minister of Education and Science, Khabarovsk region | Conducted by K. Godovanyuk |
| 19 | Ms. Bastrykina M.V. | Deputy Minister, Head Department of economics of local governance and labor resources, Ministry of Education and Science, Khabarovsk region | Conducted by K. Godovanyuk |
| 20 | Ms. Rasputina M.Y. | Director General of the Executive Directorate, Regional Association of employers "Union of employers of Khabarovsk territory" | Conducted by K. Godovanyuk |
| 21 | Ms. Shaduya E.V. | Head of Department of Professional Education, Khabarovsk region | Conducted by K. Godovanyuk |

| | | | |
|-------------------|-----------------------------------|---|--|
| 22 | Ms. Belenkova Oksana Vladimirovna | Head of Machine building technical school of Khabarovsk | Conducted by K. Godovanyuk |
| | | Total: 22 interviews | 6 men and 16 women |
| TAJIKISTAN | | | |
| 1 | Ms. Mutieva Saodat Djurakhonovna | Director, Scientific Research Institute, Ministry of Labour, Migration and Employment of Republic of Tajikistan | Conducted by J. Melnichuk on 14 th November |
| 2 | Mr. Valiev Shavkat | Chief Specialist, Department of Macroeconomic Analysis and Economic Reforms, Ministry of Trade and Economic Development, Republic of Tajikistan | Conducted by J. Melnichuk on 14 th November |
| 3 | Mr. Saidrakhmonov Saydali | A member of the Employers Union of Republic Tajikistan, Director General of Public Union "Suhrob" | Conducted by J. Melnichuk on 14 th November |
| 4 | Ms. Nazarova Nigora | Deputy Head of the Federation of Independent Trade Unions of Republic of Tajikistan, a member of Triparty National Committee on Decent Work | Conducted by J. Melnichuk on 14 th November |
| 5 | Mr. Musoev Abdukodir | Director of the Scientific- methodological Center of Monitoring of the quality of education, Ministry of Labour, Migration and Employment of Republic of Tajikistan | Conducted by J. Melnichuk on 14 th November |
| 6 | Mr. Sodibeki Safar | Head of Department of Labour Market and Employment of Population, Scientific Research Institute, Ministry of Labour, Migration and Employment of Republic of Tajikistan | Conducted by J. Melnichuk on 14 th November |
| 7 | Mr. Babazhanov Rustam Mirzoevich | Head of Department of Institutional Research and Social Sector of Economy, Institute of Economics and Demography, Academy of Science, Republic of Tajikistan | Conducted by J. Melnichuk on 14 th November |
| | | Total: 7 interviews | 5 men, 2 women |
| ARMENIA | | | |
| 1 | Mr. Agbalyan Artak | Head of Department of Professional Education, Ministry of Education and Science, Republic of Armenia | Conducted by K. Godovanyuk and J. Melnichuk on 15 th November |
| 2 | Mr. Chibukhchyan Suren | Board member of the Republican Union of the Employers, Republic of Armenia | Conducted by K. Godovanyuk and J. Melnichuk on 16 th November |
| 3 | Mr. Vagarshakyan Granik | Director of the Educational Center of the Confederation of Trade Unions of Republic of Armenia | Conducted by K. Godovanyuk and J. Melnichuk on 15 th November |
| 4 | Ms. Simonyan Karine | ILO National Project Coordinator, Republic of Armenia | Conducted by K. Godovanyuk and J. Melnichuk on 16 th November |
| | | Total: 4 interviews | 3 men, 1 woman |

7.6. Annex F. Evaluation Questions

Table 23. List of evaluation questions

| CRITERION | QUESTIONS |
|--|--|
| <p>Relevance and strategic fit- the extent to which the objectives are in keeping with local, national and sub-regional priorities and needs, Constituents' priorities and needs, and the Donor's priorities for the project countries</p> | <ul style="list-style-type: none"> ▪ To what extent are the objectives and interventions consistent with the beneficiaries' requirements and relevant to the needs of the project countries (local, national and sub-regional)? ▪ To what extent does the project align to the national priorities, strategies and plans in the project countries (in terms of TVET needs and broader national development objectives)? ▪ To what extent is the project relevant to the DWCPs of the project countries and to relevant programmes and budget outcomes of the ILO? ▪ To what extent does the project complement and fit with current ongoing UN programmes and projects in the countries? ▪ To what extent did the project objectives and interventions consider relevant SDG targets and indicators? ▪ To what extent does the project relevant/responds to the needs of the ultimate beneficiaries (women, youth, and vulnerable categories)? ▪ To what extent does the project strategically mainstream gender, human rights and disability inclusion? |
| <p>Validity of design- the extent to which the project design, logic, strategy and elements are/remain valid vis-à-vis problems and needs</p> | <ul style="list-style-type: none"> ▪ To what extent is the project design, results framework appropriate, given the expectations of the ILO and the Donor? ▪ To what extent are the indicators described in the project document appropriate and useful in assessing the project progress? If necessary, how can they be modified to be more useful? ▪ To what extent are the project design (objectives, outcomes, outputs and activities) and its underlining theory of knowledge change logical and coherent? ▪ How realistic were the risks and assumptions upon which the project logic was based? ▪ How well defined is the exit strategy? ▪ To what extent did the project strategies, within their overall scope, remain flexible and responding to emerging concerns? ▪ To what extent did the project mainstream gender equality and non-discrimination and inclusion of people with disabilities into its activities, outputs and outcomes? |
| <p>Effectiveness- the extent to which the project can be said to have contributed to the development objectives and more concretely whether the stated outputs have been produced satisfactorily; in addition to building synergies with national initiatives and with other donor-supported projects</p> | <ul style="list-style-type: none"> ▪ To what extent has the project been making sufficient progress towards its planned results (intended and unintended, positive and negative)? ▪ Is the project likely to achieve its planned long-term and medium-term outcomes by the end? ▪ Have there been any significant contributing factors or obstacles that have led to this result? If there are any deviations/delays, what are the reasons? ▪ To what extent has gender mainstreaming been addressed in the design and implementation of the project? ▪ To what extent has the project adapted its approach to specific country contexts? Has it been responsive to political, legal and institutional challenges where it operates? ▪ To what extent do the project management capacities and arrangements put in place, support the achievement of the expected results? How effective is the centralized management approach? ▪ How effective is the work of the Steering and Advisory Committees in the countries? What are the problems and what are the examples of good practices which could be shared? ▪ Has the project made strategic use of coordination and collaboration with other ILO projects and with other partners to increase its effectiveness and impact? |

| | |
|---|--|
| | <ul style="list-style-type: none"> ▪ How effectively the synergies are built with national initiatives, with other donor supported projects in the countries? How UNCT cooperation is utilised? ▪ How effectively did the project monitor performance and results? Had M&E plan been implemented in a consistent manner? If not, what are the reasons? ▪ To what extent are the project interventions contributing (or not) to the relevant SDGs and related targets? If relevant SDGs were not identified in design, can a plausible contribution to the relevant SDGs and related targets be established? ▪ How effective is the project communication strategy? How effective is the knowledge management strategy? |
| <p>Efficiency- the productivity of the project implementation process taken as a measure of the extent to which the outputs achieved are derived from an efficient use of financial, material and human resources</p> | <ul style="list-style-type: none"> ▪ How well have resources and inputs (funds, expertise, time, etc.) been allocated and used strategically to achieve the expected results? ▪ Have the project outputs been delivered in a timely manner? If not, what are the factors that have hindered timely delivery of the outputs? ▪ Have any measures to integrate gender equality been put in place? Where possible, analyse intervention benefits and related costs of integrated gender equality (or not) ▪ To what extent project resources been leveraged with other related interventions to maximize impact, if any? ▪ Was the budget spent according to the proposed budget lines? ▪ Are the project’s reporting lines and management arrangements conducive to efficient implementation? ▪ What is the optimal staffing / implementation arrangement to ensure an effective delivery of outputs? ▪ What are the good practices of efficient use of resources which could be shared? |
| <p>Impact- positive or negative changes & effects caused by the Project at the sub-regional and national levels</p> | <ul style="list-style-type: none"> ▪ Do the government institutions fully support the initiatives taken by the project? ▪ To what extent have ILO Constituents been involved in the implementation of the project and what the effects of this engagement? ▪ What is the most significant change/effect the project brought so far at social and economic levels? Are there any negative effects the project producing? |
| <p>Sustainability- the extent to which adequate capacity building of project stakeholders has taken place to ensure that mechanisms are in place to sustain activities and whether the existing results are likely to be maintained beyond project</p> | <ul style="list-style-type: none"> ▪ To what extent are the planned results of the project likely to be durable and can be maintained or even scaled up and replicated by other partners after major assistance has been completed? ▪ How effective has the project been in establishing national/local ownership? Are project specific results, outcomes/outputs embedded in the national institutions and will be sustained and utilized after the end of the project? What are the mechanisms which ensure sustainability? ▪ To what extent can the outputs be expected to be sustainable over the medium-term 5-10 years? ▪ What are resources available for running similar exercises in the future? ▪ What can be done to enhance the sustainability of the project and strengthen the uptake of the project outcomes by the national stakeholders? |

7.7. Annex G. Complementary UN Strategic Programmes in Project Countries

Table 24. Current UN Strategic Programmes in project countries¹⁰⁹

| COUNTRY | FIT WITH THE CURRENT UNDAFs & STRATEGIC COOPERATION PROGRAMMES |
|------------|--|
| ARMENIA | United Nations Development Assistance Framework for Armenia for the period 2016-2020 ¹¹⁰ aims at <i>improving Armenia's competitiveness is improved and enhanced access of people, especially vulnerable groups to sustainable economic opportunities</i> (Outcome One). Specific actions <i>"will be taken to increase the quality of employment services and to expand vocational education and training, while keeping up with the pace of technological innovation to build skills in Armenia in support of innovation and competitive industries... New schemes are needed to measure and analyse skill gap and assist job-seekers to find decent employment"</i> |
| KYRGYZSTAN | United Nations Development Assistance Framework for the Kyrgyz Republic for the period 2018-2022 ¹¹¹ is complementary to the current project by promoting <i>"development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, with the purpose to achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities"</i> . In addition, UNDAF envisions that programme cooperation with the UN system agencies and <i>"provide access to good practice global policies and models, expertise and support for the implementation of international norms and standards, and will promote new skills"</i> |
| TAJIKISTAN | United Nations Development Assistance Framework for Tajikistan for the period 2016-2020 ¹¹² envisions the ILO contribution into equitable and sustainable economic growth through decent and productive employment, policy development on economic development, employment and job creation. In particular, support in piloting a Skills Needs Assessment to determine employers' needs for labour and capacity building on alignment of LMIS with the international standards (the latest Resolution of the 19th International Conference of Labour Statisticians and with SDG indicators) were provided. |
| JORDAN | According to the United National Sustainable Development Framework in Jordan 2018-2022 ¹¹³ , on the supply side, under Outcome 1, the UN will support women and young people to receive <i>relevant high-quality education....and vocational skills, combined with life skills</i> . The Framework recognizes that <i>private sector will need to be closely involved in advising on the design of skills-based training to best meet the needs of the economy</i> . To achieve SDG4 (Quality Education), the UN will design and implement <i>an integrated intervention in support to the National Human Resources Development Strategy 2016- 2025, Education for Prosperity: Delivering Results</i> , including support to TVET institutions. In support of SDGs 8 (Decent Work and Economic Growth), the UN will support <i>"the partnerships between TVET providers and the private sector will sharpen the functioning of the labour market, with a focus on young people, women and vulnerable groups"</i> . |
| VIET NAM | One Strategic Plan 2017-2021 Between The Government of the Socialist Republic of Viet Nam And The United Nations in Viet Nam ¹¹⁴ focuses on strengthening coordination mechanisms, platforms and practices for government action. The UN is seen as the agent to embrace and promote innovation that helps identify new ways, new technologies and innovative solutions to programme implementation, programme arrangement, financial management and monitoring. On Outcome |

¹⁰⁹ Current UN Strategic Programmes in the countries complement to the project (compilation of the evaluators based on the document review and key informants' interviews)

¹¹⁰ Armenia-United Nations Development Assistance Framework 2016-2020. URL: http://www.un.am/up/library/UNDAF_Armenia%202016-2020_eng.pdf

¹¹¹ The United Nations Development Assistance Framework (UNDAF) for the Kyrgyz Republic 2018-2022. URL: <http://kg.one.un.org/content/dam/unct/kyrgyzstan/docs/Library/UNDAF%2018052017%20eng%20fin.pdf>

¹¹² UNDAF 2016-2020 Annual Results Report 2016, Tajikistan. URL: https://untj.org/?page_id=638


¹¹³ UN Sustainable Development Framework (2018-2022). URL: <http://jo.one.un.org/en/publications/un-sustainable-development-framework-2018-2022/88>

¹¹⁴The One Strategic Plan 2017-2021. URL: http://un.org.vn/en/publications/doc_details/542-one-strategic-plan-2017-2021.html

| | |
|---------------------------|--|
| | 3.2 (Inclusive labour market and expansion of opportunities for all), the Plans aims at <i>strengthening human resources through improving the vocational training system</i> and supporting human resource management, research and development, and learning-by-doing. Also, on Outcome 4.1 (Participatory decision-making and responsive institutions), the Plan facilitate the empowerment and <i>meaningful engagement of multiple stakeholders in policy development, monitoring and implementation</i> through supporting an enabling legal framework and providing targeted support to organizations and groups in line with the Government’s rules and regulations. |
| RUSSIAN FEDERATION | <i>Program of Cooperation between the Russian Federation and the ILO (2017-2020)</i> ¹¹⁵ is the key cooperation agreement between the Russian Federation and the ILO. The Program addresses the issue of territorial mismatches between the demand for and supply of labour at the regional labour markets in Russia. Also, the Programme focuses on strengthening social dialogue, particularly at the sectoral, regional, and municipal levels, expansion of employment opportunities for young women and men in selected regions. |

7.8. Annex H. Implementation of SDGs at Country Level¹¹⁶

Table 25. Achievements and challenges on implementation of the SDGs¹¹⁷

| SDG | NATIONAL ACHIEVEMENTS AND CHALLENGES |
|--|---|
|  <p>4.3. By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education</p> <p>4.4. Increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship</p> <p>4.5. Eliminate gender disparities in education and ensure equal access to all levels of education</p> | <p>ARMENIA: A key challenge is the high drop-out rates from high schools. Boys (especially rural and poor) have low motivation to continue education because they try to find a job and earn money for their families at an early age and often the education they will get will be of little or no help in finding a job in the market. There are some current challenges in retaining national human capital. Armenia currently loses a high proportion of its qualified youth, as unemployment pushes young people to travel abroad to study or work and many do not return.</p> <p>JORDAN: The percentage of enrollment in vocational education for males is 17.94% and 12.81% for females, with a total of 15.03% of the tenth grade students. This very low percentage is due to a number of intertwined factors ranging from negative social norms and taboos associated with vocational training to funding constraints and lack of effective coordination mechanisms among the suppliers of vocational education and training. This percentage may increase in light of an operational plan to widen access to vocational education, which requires a review of curricula to better reflect the needs of the labour market, and the adoption of the national qualifications framework in all TVET institutions in the public and private sectors and civil society institutions.</p> <p>TAJIKISTAN: Currently, the skills of not less than 35-40% of specialists in average are below the labor market requirements. Based on this, the Government plans in the coming 5 years to engage in retraining programs not less than 115 thousand people a year.</p> <p>VIET NAM: To address the shortage of skilled labour, Viet Nam has established high quality Vocational and Educational Training Centres. Annually, more than 10,000 trainees benefit from advanced training programmes. Partnership with enterprises is the principle raised by these facilities. Nonetheless, the gender gap is getting</p> |

¹¹⁵ Program of Cooperation between the Russian Federation and the ILO (2017-2020). URL: https://www.ilo.org/moscow/news/WCMS_535498/lang-en/index.htm

¹¹⁶ National achievement and challenges on the achievement of the SDGs as outlined in the Voluntary National Reviews and their relevance to the project (compilation of the evaluators based on the document review)

¹¹⁷ Kyrgyzstan and Russian Federation did not submit Voluntary National Reviews. Thus, no examples provided for these countries.

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| | <p>wider in access to vocational training for some ethnic minority groups. Therefore, there must be appropriate policies and measures to fill this gender gap in training.</p> |
| <div data-bbox="316 309 499 488" data-label="Image"> </div> <p data-bbox="225 528 504 786">5.5 Ensure women’s full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic & public life</p> <p data-bbox="209 824 504 1081">5.c Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels</p> | <p data-bbox="528 309 1434 533">ARMENIA: Men and women have equal access to education, with women being slightly more enrolled at most levels of education with exception for STEM education tracks. However, women have more difficulties in finding well-paid jobs, especially in the non-agricultural sector. There is higher unemployment among women, compared to men. Thus, 46 per cent of women were unemployed in Armenia in 2016, compared to 29.8 percent unemployed men aged 15-24. Young women (15-24 years of age) are relatively more likely to be unemployed than men.</p> <p data-bbox="528 573 1434 824">JORDAN: Jordan’s ranking is 134 out of 144 countries in the 2016 global Gender Gap Index and has dropped to 138th of 144 countries in the index on women’s economic opportunities. Jordanian women’s entry into the labour market has been mainly concentrated in the health and education sectors. As per “Jordan 2025”, Jordan aims to increase women’s economic participation from 13.2% in 2016 to 27% in 2025. Women continue to face a wage gap of 33%, mainly concentrated in the private sector. The per capita income of females is USD3,587 compared to USD 18,831 for males in 2015.</p> <p data-bbox="528 864 1434 1256">TAJIKISTAN: Lately, a considerable increase of gender-based inequality is the case regarding access to primary vocational education. The share of girls among the students from primary vocational schools is going down from 34,4% in 2000 to 19,2% in 2015. Given positive trends in the sphere of secondary and higher vocational institutions, the gender misbalance regarding specialization in these institutions, is significant. With regard to pedagogical specialties, the girls in higher educational institutions make up to 75,3%, in secondary special educational institutions – 64,8%, then in the group by specialty «law» - 19% in higher educational institutions, and around 6% in secondary special educational institutions, in economics the share of girls does not reach 28%. The lowest are indicators for training girls by specialty “agriculture”: around 3% in secondary special educational institutions and a bit more than 5% in higher educational institutions.</p> |
| <div data-bbox="320 1279 499 1451" data-label="Image"> </div> <p data-bbox="209 1491 504 1648">8.3 Promote development oriented policies that support productive activities, decent job creation</p> <p data-bbox="225 1688 504 1816">8.5 By 2030, achieve full and productive employment and decent work for all</p> <p data-bbox="209 1856 504 2013">8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training</p> | <p data-bbox="528 1279 1434 1496">ARMENIA: The 2013-2018 Employment Strategy highlighted the importance of addressing employment problems of the youth (up to 30 years old) and women, who are more likely to be unemployed in Armenia. Unemployment rates of return migrants, meaning those returning to Armenia after having lived abroad, also tend to be higher. These unemployment rates can be linked to high rates of labor out-migration in Armenia, particularly of youth. Refugees, stateless persons and other displaced population face even more difficulties with employment and decent work.</p> <p data-bbox="528 1525 1434 1899">JORDAN: Unemployment reached 15.3% in 2016 (hitting 18.2% in quarter one of 2017), compared to 12.9% in 2009. Female unemployment is double that of males, and remains at around 24.1%, while female labour force participation is just above 13%. Youth unemployment rate reached around 35.6% in 2016, Jordanian young men and women, although educated, are finding it increasingly difficult to make the transition from education into decent work. In turn, they settle for jobs either outside their specialization or below their skill level. Fifty per cent of Jordanians are working in the informal economy.... In order to promote the Decent Work Agenda of the SDGs and reinforce the growth-employment-poverty nexus, Jordan willimplement the National Human Resource Development Strategy and planned education reforms, with a particular focus on TVET, in order to bridge the gap between educational outcomes and the demands of the labour market.</p> |



17.9 Enhance international support for implementing effective and targeted capacity-building in developing countries

17.16 Enhance global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of SDGs

17.17 Encourage and promote effective public, public-private and civil society partnerships

17.18 Enhance capacity-building support to developing countries, to increase high-quality, timely and reliable data

TAJIKISTAN: For the support of holistic and balanced approaches for achieving SDGs 1,2,3,5,9 and 17, there is a need in reliable, accountable platforms with participation of many parties concerned and partnership relations. That is why the actions of the Government will be aimed at strengthening the mechanisms of management and coordination with participation of many stakeholders, which should include intersectoral dialogue and institutional development support to stimulate parties concerned to jointly work over the development of common decisions for reaching common goals.¹¹⁸

VIET NAM: the country has made active contribution to raising the voice of developing countries in the regional and global mechanisms and a progress in international economic integration. The content of SDG 17 is reflected in the Overall Strategy for International Integration until 2020 and Vision to 2030..... Viet Nam has actively worked with the UN agencies to implement the “Delivers as One” initiative, promote its proactivity and creativity in management and use of development assistance and make a practical contribution to restructuring of the UN system

¹¹⁸ Improving Living Standards Through Mainstreaming Of Sustainable Development Goals Into The National Development Policy In Tajikistan.
URL: <https://sustainabledevelopment.un.org/content/documents/16021Tajikistan.pdf>

7.9. Annex J. Evaluability Of Human Rights And Gender Equality

Mid-term evaluation exercise adopted Human Rights and Gender Sensitive Approach. To ensure this, UNEG Guidance on Integrating Human Rights and Gender Equality in Evaluation¹¹⁹ was followed in conducting the exercise and reporting. Summary of the evaluability assessment is presented below.

| Evaluability | Characteristics of the intervention | Evaluators' comments |
|--------------|--|--|
| High | The intervention theory has clearly considered HR & GE issues (e.g. the intervention identified, from the beginning, problems and challenges that affect particular groups, inequalities and discrimination patterns in the area where it occurs, contextual or systematic violations of rights, etc.) | Gender Equality, in particular constraints for women and girls were raised in the Project proposal Section "Background and Justification", paragraph d) Gender Equality. Vulnerable groups were outlined but HR analysis was not conducted. |
| | HR & GE are clearly reflected in the intervention design (logframe, indicators, activities, M&E systems, reporting mechanisms) | <p>Project design includes gender sensitive and inclusive development objective: To strengthen national skills development systems, policies and strategies so that improve employability of both men and women, promote equal access to employment opportunities as well as equal treatment including increased incomes, for inclusive and sustainable growth</p> <p>Specific output 1.4. on GE: Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance</p> <p>Activities 1.1.3, 1.4.2, 1.4.3</p> <p>No Gender-Sensitive indicators were developed, except for specific outputs 1.3, 1.4.</p> <p>HR&GE have not been outlined specifically in in M&E Plan. Performance Evaluation Framework allows collecting data in sex disaggregated manner.</p> <p>Progress report templates do not foresee regular reporting on HR&GE.</p> |
| | The intervention design benefited from a strong and inclusive stakeholder analysis | Yes. Detailed Stakeholder Analysis was conducted including motivation, constraints of each group and application for design |
| | The intervention design benefited from specific human rights and gender analyses | No |
| | Records of implementation and activity reports contain information on how HR & GE issues were addressed | No |
| | Stakeholders (both women and men) have participated in the various activities of the intervention in an active, meaningful and free manner | Yes |
| | Monitoring systems have captured HR & GE information (e.g. the situation of different groups of people, specific indicators, etc.) | Partly. Performance Evaluation framework provides information on gender and different groups of people. |
| | Data has been collected in a disaggregated manner (e.g. by sex, ethnicity, age, etc.) reflecting the diversity of stakeholders | Data in progress and country reports is not sex disaggregated except for one country report (Kyrgyz Republic) |
| | Progress and results reports for the intervention include HR & GE information | No |

¹¹⁹ United Nations Evaluation Group, *Integrating Human Rights and Gender Equality in Evaluation*, (UNEG, 2014)

| | | |
|--|--|---|
| | Context (political, institutional, cultural, etc.) where the intervention is inserted is conducive to the advancement of HR & GE | To some extent. Gender Constraints prevail in CIS countries, Jordan and Viet Nam. Human Rights agenda is not treated with due regard by duty bearers. |
|--|--|---|

UNEG recommendations to address evaluability challenges:

- Make sure that the evaluation ToR takes full advantage of the information already produced by the intervention, and of the participation and accountability mechanisms established.
- Consult stakeholders on whether there are still areas where the HR & GE dimensions in the intervention need improvement.
- Address any possible weaknesses and recommend steps to improve the intervention, if necessary. Consult stakeholders on their ideas about how to improve.
- If necessary, include methods and tools in the evaluation that can capture new data or strengthen the existing ones on HR & GE (e.g. information on additional groups of people, changes in the context, etc.).
- Use the context (political, institutional, cultural) of the intervention in favour of the evaluation: when it is conducive, build on this support to ensure a highly participatory evaluation.

| | | |
|---------------|---|-----|
| Medium | The intervention theory has considered HR & GE issues to a certain extent, with weaknesses in some areas of the intervention | yes |
| | HR & GE have been reflected in the intervention design to some extent (e.g. intended or mentioned, but not clearly articulated on how to address them in practice; limited to only a few disaggregated indicators such as number of men and women; addressing numbers without addressing actual changes in rights and equality situation; clear in the narrative but not in the logframe, etc.) | yes |
| | The intervention design benefited from a stakeholder analysis, but important groups have been left out | yes |
| | The intervention design benefited from limited human rights and gender analyses, or from only one of them | yes |
| | Records of implementation and activity reports include limited data on how HR & GE have been addressed | yes |
| | Stakeholders have participated in the intervention to a certain extent (e.g. being informed or consulted, but not taking part in decisions; only some groups have been consulted; etc.) | yes |
| | Monitoring systems have captured some information on HR & GE | yes |
| | Some limited disaggregated data have been collected | yes |
| | Progress and results reports for the intervention include some information on HR & GE | no |
| | Context (political, institutional, cultural, etc.) where the intervention is inserted is conducive, to a certain extent, to the advancement of HR & GE | yes |

UNEG recommendations to address evaluability challenges:

- Understand the reasons for the limitations: are they political, practical, budgetary, time related, due to limited know-how, etc.? Consult stakeholders and documentation that may offer insights on this.
- Highlight the evaluability limitation in the evaluation ToR. Include, in the evaluation design, tools and methods that make use of the existing data, but that may also help generate new information on HR & GE. Include tools and methods that strengthen stakeholder participation.
- Pay special attention to the stakeholder analysis in the evaluation process, and who should be involved. Make sure to consider groups that have been left out, and how to include them at this stage.
- Include in the evaluation process an exercise to strengthen the existing HR & GE analyses.
- During the evaluation process, seek partners and documents that may have useful information on HR & GE that has not been captured by the intervention (e.g. national evaluation/statistics offices, other development agencies, civil society and community organizations, media, academia, etc.)

| | | |
|------------|--|----|
| Low | The intervention theory failed to consider HR & GE dimensions in its design, implementation and monitoring | No |
|------------|--|----|

| | |
|---|---|
| Stakeholder, HR & GE analyses were not conducted adequately or not existent at all | No |
| Data on HR & GE and/or disaggregated data are not available | No |
| Stakeholder participation in the design, implementation and monitoring processes of the intervention has been minimal or has left out important groups (women, men, indigenous people, people with disabilities and HIV/AIDS, children, etc.) | Yes. Important groups have been left out – women organizations, organizations serving to people with disabilities and HIV, youth organizations |
| Progress and results reports for the intervention do not address HR & GE issues | yes |
| Context (political, institutional, cultural, etc.) where the intervention is inserted is not conducive to the advancement of HR & GE | To some extent. Gender Constraints prevail in CIS countries, Jordan and Viet Nam. Human Rights agenda is not treated with due regard by duty bearers. |

UNEG recommendations to address evaluability challenges:

- Understand the reasons for the failure: are they political, practical, budgetary, time-related, due to limited know-how, etc. Consult stakeholders and documentation that may offer insights on this.
- Highlight the evaluability limitation in the evaluation ToR. Include, in the evaluation design, tools and methods that may help generate information on HR & GE, even if limited. Include tools and methods to enhance stakeholder participation.
- Pay special attention to the stakeholder analysis in the evaluation process, and who should be involved. Because the HR & GE dimensions have not been considered in the intervention, several important stakeholders will most probably have been left out.
- Include preparation of HR & GE analyses in the evaluation process.
- During the evaluation process, seek partners and documents that may have useful information on HR & GE that has not been captured by the intervention (e.g. national evaluation/statistics offices, other development agencies, civil society and community organizations, media, academia, etc.).
- In spite of the context, try to identify advocates and supporters of HR & GE and involve them from the evaluation design stage.
- During the data analysis process, pay special attention to the question whether the intervention had a negative effect on particular stakeholders. Consider and consult stakeholders on how this situation could be improved.
- Highlight the challenges of addressing HR & GE in the evaluation report, including evaluability challenges. Since HR & GE are a mandate of the UN, which should be considered in every intervention design, provide assertive recommendations for immediate action.

Conclusions: Based on the conducted analysis the evaluability of HR&GE dimensions in Applying the G20 training strategy Project is rated as “medium”.

1. Gender Equality dimension was included in the Project Intervention Logic and design but not Human Rights dimension.
2. No specific objectives and performance indicators were formulated to achieve significant success in upholding HR&GE in the countries beneficiaries.
3. The Specific output on gender has rather modest target: at least one country has developed and applied an enhanced capacity to design and manage the vocational guidance system, including gender equality aspects, by end of Feb, 2019
4. Vulnerable groups were outlined but their interests and needs were not embedded in the Project Design.
5. Though Performance Evaluation Framework allows collecting data in sex disaggregating manner, progress (basically results report) failed to provide any progress on HR&GE.

The following UNEG recommendations are suggested to be included in M&E Evaluation Process:

- Learning about nature of current limitations: are they political, practical, budgetary, time related, etc?
- Making use of the existing data and generate new information on HR & GE.
- Considering groups that have been left out (women organizations and activists, organizations serving men and women with disability and HIV, youth and human rights organization), and how to include them at this stage.
- Include in the evaluation process an exercise to strengthen the existing HR & GE analyses. Raise this during the focus group
- Seeking partners and documents that may have useful information on HR & GE that has not been captured by the intervention (e.g. national evaluation/statistics offices, other development agencies, civil society and community organizations, media, academia, etc.)

7.10. Annex K. Proposed changes for indicators and targets under Immediate Objectives

Table 26. Suggested changes for the indicators and targets for the Immediate Objectives of the project

| VERIFIABLE INDICATORS | ISSUE AND SUGGESTED CHANGE FOR INDICATORS/TARGETS |
|--|--|
| <p>Immediate Objective 1: Number of countries-beneficiaries with developed capabilities to review and adjust their skills development policies, systems and strategies to changing conditions in line with ILO HRD and UN SDG policy benchmarks</p> | <p>The verifiable indicator is not aligned with the targets. Means of verification are not identified</p> <p>Suggested change:</p> <p><u>Indicator for the Immediate Objective 1: Number of countries-beneficiaries</u> which reviewed and adjusted their skills development policies, systems and strategies to changing conditions in line with ILO HRD and UN SDG policy benchmarks by the end of the Project.</p> <p><u>Target for the Immediate Objective 1: At least 3 out of 5 countries beneficiaries</u> which reviewed and adjusted their skills development policies, systems and strategies to changing conditions in line with ILO HRD and UN SDG policy benchmarks by the end of the Project</p> |
| <p>Immediate Objective 2: Number of countries-beneficiaries and their sectoral organizations with developed capabilities to produce and apply competency-based standards, qualifications and training programs in line with national quality requirements</p> | <p>The verifiable indicator is not aligned with the targets. Means of verification are not identified</p> <p>Suggested change:</p> <p><u>Indicator for the Immediate Objective 2: Number of countries-beneficiaries and their sectoral organizations</u> which produced and applied competency-based standards, qualifications and training programs in line with national quality requirements by the end of the Programme as a result of using tools and knowledge delivered by Project's activities.</p> <p><u>Target for the Immediate Objective 2: At least 2 sectoral organizations in at least 3 out of 5 countries beneficiaries</u> which produced and applied competency-based standards, qualifications and training programs in line with national quality requirements by the end of the Project as a result of using tools and knowledge delivered by Project's activities.</p> |
| <p>Immediate Objective 3.1 Number of countries and/or regions of the Russian Federation which adopted the skills foresight methodology for identification of anticipated occupational and qualifications changes</p> | <p>current target is formulated rather as an activity result and not as a development result.</p> <p><u>Indicator for the Immediate Objective 3.1: Number of countries and/or regions of the Russian Federation</u> which adopted the skills foresight methodology for identification of anticipated occupational and qualifications changes by the End of the Project</p> <p><u>Target for the Immediate Objective 3.1: At least one country and three regions of the Russian Federation</u> adopted the skills foresight methodology for identification of anticipated occupational and qualifications changes by the End of the Project</p> |
| <p>Immediate Objective 3.2 Number of countries and/or regions of the Russian Federation which introduced training in SKOLKOVO-developed TVET institution management training program as a requirement</p> | <p><u>Indicator for the Immediate Objective 3.2: Number of countries and/or regions of the Russian Federation</u> which introduced training in the SKOLKOVO-developed TVET institution management training program as a requirement</p> <p><u>Target for the Immediate Objective 3.2: At least one country and three regions of the Russian Federation</u> introduced training in the SKOLKOVO-developed TVET institution management training program as a requirement</p> |

7.11. Annex L. Evaluation Findings on Risks and Mitigation measures

Table 27. MTE observations on Risk Matrix¹²⁰

| RISK/MITIGATION | MID-TERM EVALUATION OBSERVATION |
|--|---|
| IMMEDIATE OBJECTIVE 1 | |
| <p>Risk 3 (high) is that there might not be enough time for the project to both develop and pilot the methodologies. <u>The mitigation measure</u> is to get the first step happening as soon as possible (i.e. recruiting international consultants)</p> | <p>Overall, the project was quite efficient in recruitment of the consultants and the teams of consultants for analytical and piloting activities. At the same time, the MTE identified that unexpected political changes which resulted in significant changes in the structure of key government stakeholders was the actual factor which significantly affected implementation. This factor was not anticipated by the initial Risk Matrix. Since it is beyond the project control, mitigation measures should be developed.</p> |
| <p>Risk 4 (high) is that the approach developed might be too costly and sophisticated and that some nations might not have the capacity or motivation to apply it. <u>The mitigation measure</u> relies on advising these countries to prioritize its application (i.e. to “mass occupations” of high importance to the economy).</p> | <p>The MTE evaluation confirmed that the countries prioritized the application of the methodologies to the sectors/occupations which have strategic importance to the economy. Also, the MTE found that all countries have sufficient expert capacities to apply new concept and tools (if the pilot is financially supported by the project). At the same time, during the MTE, it was not possible to conclude that the methodologies will be used or institutionalized by the countries.</p> |
| <p>Risk 6 (high) relates to the “virtual non-existence” of vocational guidance in some countries and their lack of resources to pilot or implement it. <u>The mitigation measure</u> is written as a rationale for action (i.e. linking an investment to migration) but not as a specific action taken by the project.</p> | <p>At the time of the MTE, implementation of the Output 1.4 was not started. So, it was not possible to evaluate the validity of the risk and the effectiveness of the suggested mitigation measures</p> |
| <p>Risk 1 (medium) is that changes in TVET strategic plans might first require changes in national strategic plans. <u>The mitigation measure</u> is not clear but might relate to supporting the development of these higher level national strategic plans ensuring that they link to international standards</p> | <p>The risk is valid. However, actual mitigation measures also include not only supporting the development of higher level national strategic documents, but also actively sharing best practices, models and experiences of other countries to show practical advantages of the proposed changes</p> |
| <p>Risk 2 (medium) is that some countries may not agree to apply the policy objectives and indicators promoted by the project. <u>The mitigation measure</u> involves examining their reasons and seeking compromise</p> | <p>The MTE did not identify any such instances. At the same time, the mitigation measure seems highly appropriate, because the project acknowledges that the countries have different contexts and backgrounds and respects national positions and views</p> |
| <p>Risk 5 (medium) is that high levels of bureaucracy may slow the pace of reform. <u>The mitigation measure</u> is to work at the administrative rather than legislative level of change</p> | <p>The evaluation should consider the extent to which this approach was effective</p> |
| IMMEDIATE OBJECTIVE 2 | |
| <p>Risk 8 (high) is lack of incentive in some countries to develop and implement CBT due to lack of large-scale industry, high-skill jobs and resources. <u>The mitigating measure</u> for this is to not focus on public bodies but on “private individuals” (it is unclear what this means – private training providers?) and “advanced sectors”</p> | <p>The MTE revealed the actual mitigation measure was to engage with both public bodies and private sector companies and training service providers. Such inclusive multistakeholder partnership has proved to be highly efficient and beneficial enriching for all partners involved (Viet Nam)</p> |

¹²⁰ Done on the basis of recommendations of the Evaluability Assessment

| | |
|---|--|
| <p>Risk 9 (high) is that employers might not cooperate in the development of occupational standards. <u>Mitigating measures</u> relate to promoting occupational standards and their benefits</p> | <p>The MTE did not identify any lack of cooperation from the side of the employers. At the same time, the MTE identified that additional capacity development activities for the employers from the CIS countries would be beneficial for the project</p> |
| <p>Risk 7 (medium) is that, in some countries, there may not be any established or nationally mandated organizations to develop standards and qualifications. <u>The mitigating measure</u> is to seek advice on the most relevant agencies (unclear from whom) and, where none exist, to develop the capabilities of individuals instead</p> | <p>The MTE revealed that national professional standards and qualifications systems are actively developing currently in the CIS countries, especially in Russia. The project has high potential to contribute to the development of these systems (as confirmed by the stakeholders during the interviews in Russia). In Viet Nam- the project supports development of the occupational standards, the risk is not valid</p> |
| <p>Risk 10 (medium) is that STED might fail to have an impact on Skills development systems. <u>The mitigating measure</u> is for the ILO to scrutinize changes made to the methodology</p> | <p>The MTE confirms relevance and effectiveness of the application of STED methodology in Viet Nam, the results of the STED research are used for policy decision making. At the same time, during the MTE, the revision of the STED methodology was not finalized and the assessment of the effectiveness of the mitigation measure was not possible. Other countries did not conduct STED research</p> |
| <p>IMMEDIATE OBJECTIVE 3</p> | |
| <p>Risk 11 (high) is that the methodology developed by SKOLKOVO might fail to incorporate tools for forecasting future occupational and qualification changes. <u>The mitigating measure</u> is unclear but seems to be saying that SKOLKOVO will partner with others to ensure that the methodology does work. It is unclear what this means in practice and how it mitigates risk</p> | <p>The risk is not justified, the MTE confirms that SKOLKOVO managed to incorporate tools for forecasting future occupational and qualification changes. By the time of the MTE, SKOLKOVO managed to upgrade its SFT training tools, obtain approval from the professional community</p> |
| <p>Risk 12 (medium) refers to the possibility of delays due to the time required to develop, test and approve the program. <u>The mitigation measure</u> is the development of a work plan to be examined by the ILO and the Ministry of Education.</p> | <p>The MTE did not identify any significant delays in the development and testing of the training program, the program was upgraded and successfully tested during the training sessions in Khabarovsk. At the same time, the program could not be officially approved, because there is no such mechanism of approving the training programmes by the Ministry of Education. Currently, only educational establishments can be tested and certified by RosObrNadzor (Russian Educational Oversight agency), not specific training programmes.</p> |

7.12. Annex M. Current progress on outputs

Table 28. Detailed analysis of current progress on outputs per targets

| OUTPUT/ INDICATORS - TARGETS | CURRENT PROGRESS PER TARGETS |
|---|--|
| <p>Immediate Objective 1: To increase capacity of governments and stakeholders to review, reform and implement national training policies, systems, and strategies in line with identified priorities</p> | |
| <p><i>Target: Governments' and stakeholders' capacity to develop and implement skills development policies and strategies in line with ILO HRD and UN SDG policy benchmarks strengthened</i></p> | |
| <p><i>Summary of achievements up to date:</i></p> | |
| <ul style="list-style-type: none"> ▪ Three stock taking reports, two methodologies for analysis ▪ Two practical pilot activities completed (in Kyrgyzstan) ▪ One policy proposal on TVET Strategic Development Plan and Performance Indicators developed and one decision for improving regional governance proposed for implementation in Kyrgyzstan ▪ 344 persons (40% women) benefitted Knowledge and Skills Development, Practical Capabilities, Knowledge Sharing activities | |
| <p>Output 1.1. National Skills Development policies and strategies and related performance indicators in countries-beneficiaries reviewed by related governments and stakeholders and aligned with requirements of G20 Training Strategy, international HRD policy instruments, and the UN 2030 SDGs (CIS)</p> <p><i>Target: At least 3 countries beneficiaries developed proposals for changing of their TVET strategies and/or indicators in line with ILO HRD requirements and UN SDGs, by end of June 2019</i></p> <p><u>Country-specific: CIS</u></p> | <p>On track. Accomplishment rate is 80%. Key results:</p> <ul style="list-style-type: none"> ▪ Stock-taking report on alignment of strategic objectives & performance indicators to the international Human Resources Development (HRD) policy recommendations produced (on the basis of four national reports) ▪ 135 policy-makers, constituents, experts and other stakeholders developed skills and knowledge on international HRD instruments and its application into national strategic planning in 15 training activities ▪ 22 experts, government representatives, social partners (75% women) developed practical capacities through participation in the pilot activities on Alignment of Strategic Objectives and Performance Indicators in development of TVET strategic plan of Kyrgyzstan ▪ 68 policy makers and practitioners (70 % women) from CIS discussed the results of the pilot activities, to agree on a harmonized set of HRD policy objectives and related indicators for national TVET strategic planning at the Sub-Regional Pilot Completion Workshop in Bishkek, November 2018 ▪ One policy proposal - on TVET Strategic Development Plan and Performance Indicators aligned with the international standards - developed in Kyrgyzstan ▪ The pilot will be replicated in Armenia and Tajikistan in 2019 |
| <p>Output 1.2. Competent bodies applied new methodologies and techniques for analysis of demand for skilled workforce and for planning of TVET enrolments</p> <p><i>Target: At least two countries developed the capabilities to implement a pilot in which new methodologies and related tools for demand analysis have been applied, by end of November 2019</i></p> <p><u>Country-specific: CIS and Jordan</u></p> | <p>On track. Accomplishment rate is 40%. Key results:</p> <ul style="list-style-type: none"> ▪ Stock-taking report on analysis of market demand for skilled workforce and its application to Vocational Education and Training (VET) delivery planning ▪ Methodology for analysis of short-term demand for skilled workforce developed and linked to the best international practices ▪ Methodology for analysis of supply of TVET graduates and for planning of enrolments in line with the identified demand developed ▪ 42 persons (79% are women) acquired knowledge and skills on new methodologies and techniques for the demand and supply analysis of skilled labour force and its application to VET delivery planning in Kyrgyzstan and Armenia in October 2018 |

Output 1.3. Governments and stakeholders applied the acquired knowledge of effective TVET governance to improvement of National Skills Development Councils

Target: At least 1 country utilized the acquired knowledge of effective governance for reforming or improving performance of its NSDCs, by June 2019

Country-specific: CIS

On track, accomplishment rate is 90%. Key results:

- **Stock-taking report on sectoral TVET governance of skills development** at both national and sectoral levels
- **One pilot on improving the TVET governance at the regional level** in Chuy region of the Kyrgyz Republic was completed in Kyrgyzstan, decisions for improving regional governance proposed for implementation in 2019
- **77 persons (55% are women) developed their knowledge of effective governance** through sharing of international and regional experiences of NSDCs in Armenia (July 2018) and Kyrgyzstan (October 2018)
- **Pilot will be replicated in Tajikistan in 2019**

Output 1.4. Relevant agencies and TVET institutions applied their enhanced capacity to design and operate gender-sensitive national systems of vocational guidance

Target: At least one country has developed and applied an enhanced capacity to design and manage the vocational guidance system, incl. gender equality aspects, by end of February 2019

Country-specific: CIS

Delay. Accomplishment rate is 0%. No results

Immediate Objective 2. To strengthen skills training systems in economic sectors through development of capacity for producing and applying occupational standards, qualifications, programs of competency-based training and assessment instruments

Target: The capacity of sectoral organizations and of competent bodies to understand, design and apply occupational standards, vocational qualifications, and competency-based training programs developed

Summary of achievements up to date:

- **One stock taking report, STED methodology revised, STED research on livestock subsector in agriculture in Viet Nam**
- **Pilot activities ongoing (SSCs in Jordan and PPP on skill assessment, standards and CBTP in Viet Nam**
- **402 persons (40% women) benefitted from Knowledge and Skills Development, Practical Capabilities, Knowledge Sharing activities**

Output 2.1. Industry bodies and Sector Skills Councils (SSCs) introduced or improved systems of sectoral TVET governance

Target: At least two sectoral-level agencies developed and/or implemented proposals for introduction or improvement of sectoral TVET governance involving piloting and setting up of SSCs, development of meaningful policies and strategies, by end of June 2018

Country specific: Jordan, Viet Nam

On track. Accomplishment rate is 70%. Key results:

- **Stock taking report on effective sectoral TVET governance** produced, comparing the experience of sectoral-level TVET bodies and governance arrangements in Project Countries with the international best-practice
- **200 policy makers and practitioners trained** on Good Governance principles in TVET at the sectoral level and institutionalizing them through establishment of Sector Skills Councils/bodies in Jordan and Viet Nam
- **Policy makers and sectoral stakeholders in Jordan and Viet Nam are engaged in practical pilot** work aimed at setting up and operating SSCs involving drafting of relevant documentation, membership and sectoral TVET policies and strategies, results to be shared in 2019

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| <p>Output 2.2. National bodies and sectoral stakeholders acquired knowledge and skills and participated in piloting of development of occupational standards, qualifications, and skills assessment instruments</p> <p><i>Target: At least 80 participants from at least four countries, acquired relevant knowledge and skills and participated in pilot-based development and application of occupational standards, qualifications and assessment instruments, with at least 30% being females, by end of October 2018</i></p> | <p>Slight delay. Accomplishment rate is 50%. Key results:</p> <ul style="list-style-type: none"> ▪ Stock-taking report on Development of Occupational Standards, Qualifications and Skills Assessment Instruments occupational standards produced in English, translated into Russian and shared ▪ 33 participants (40% are women) trained to gain relevant knowledge and skills on Competency-Based Training (CBT) programs and skills assessment instruments in TVET in Viet Nam ▪ 24 stakeholders are engaged directly in piloting the development of assessment tools for two occupations (Front Desk and Housekeeping) in Tourism & Hospitality sector in Viet Nam. In the pilot in Hue city, 87 participants including 48 workers in tourism, 15 businesses, 14 schools and 7 governmental officials have acquired knowledge and experience to apply the assessment tools in the field |
| <p>Output 2.3. National bodies and TVET institutions acquired knowledge and skills for developing competency-based training programs</p> <p><i>Target: National bodies and TVET institutions acquired knowledge and skills for developing competency-based training programs</i></p> | <p>Slight delay. Accomplishment rate is 25%. Key results:</p> <ul style="list-style-type: none"> ▪ 34 stakeholders (55% are women, 14 participants from 12 TVET providers and 20 participants from governmental bodies) acquired knowledge and skills for developing competency-based approach in developing occupational standards, assessment tools and training programs, with the focus on focus on T&H sector and include both public and private institutions and international schools in Viet Nam |
| <p>Output 2.4. National bodies, sectoral stakeholders, and TVET providers acquired practical capabilities through piloting of development of occupational standards, qualifications, training programs and assessment tools</p> <p><i>Target: At least 40 stakeholders and TVET practitioners (who acquired relevant knowledge and skills through project activities), with at least 30% of them being females, developed practical capabilities through implementation of at least 3 pilots involving development of occupational standards, qualifications, training programs and assessment instruments</i></p> <p><u>Country-specific: CIS and Vietnam</u></p> | <p>On track. Accomplishment rate is 40%. Key results:</p> <ul style="list-style-type: none"> ▪ Kyrgyzstan selected as a pilot country. Pilot activities will be conducted in 2019 after conducting national training workshops ▪ Pilot activities on development and application of occupational standards according to ASEAN standards in two occupations in Tourism & Hospitality Sector ('Housekeeping' and 'Front desk') are in progress. Results will be shared in 2019 |
| <p>Output 2.5. TVET institutions and business cooperatives acquired a capacity to establish public-private partnerships (PPP) in selected economic sectors of Vietnam as a replicable model for collaboration</p> | <p>On track. Accomplishment rate is 75%. Key results:</p> <ul style="list-style-type: none"> ▪ Public Private Partnerships (PPPs) Working Groups in the Tourism & Hospitality sector and Agriculture Sector established |

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| <p><i>Target: 40 senior staff from TVET Institutions and business cooperatives acquired a capacity for establishing partnerships, improving TVET-Industry linkages, and collaborating in development of training programs, by end of December 2018</i></p> <p><u>Country specific: Viet Nam</u></p> | <ul style="list-style-type: none"> ▪ 48 senior staff from TVET institutions and business cooperatives have acquired capacities for establishing Public-Private Partnerships (PPP) in Tourism and Hospitality Sector ▪ Public Private Partnership Working Group members are engaged in practical collaboration for developing the assessment tools, occupational standards and training programs in Tourism & Hospitality sector |
| <p><u>Output 2.6.</u> Countries–beneficiaries developed a capacity to successfully apply the upgraded STED methodology along with the improved skills anticipation methodology for producing tangible improvements in skills development systems</p> <p><i>Target: At least 40 stakeholders from at least four priority sectors in 2 to 3 countries-beneficiaries acquired capacity to apply the upgraded STED methodology to produce tangible impact on skills development systems including its adaptations for application in special economic zones, by end of November 2019</i></p> <p><u>Country specific: Jordan and Viet Nam</u></p> | <p>Slight delay. Accomplishment rate is 60%. Activities in Viet Nam-completed, Activities in Jordan- planned in 2019. Key results:</p> <ul style="list-style-type: none"> ▪ 95 policy practitioners trained on introduction to the STED methodology during two national training workshops in Jordan (November 2017) and Viet Nam (December 2017) ▪ 24 stakeholders developed practical capacities on application of the revised STED methodology in pilot analytical research on livestock subsector in Agriculture in Viet Nam (focusing on pig farm managers) ▪ 47 stakeholders developed awareness on the impact and application of the STED methodology through participation in two analytical workshops in May 2018 and a validation workshop in October 2018. The results of the piloting of the STED methodology for analytical research on livestock subsector in agriculture (focusing on pig farming) were shared during October workshop on the impact and application of the STED methodology in Viet Nam |
| <p>Immediate Objective 3. To upgrade and apply the methodology of Skills Technology Foresight and the TVET institution manager training program in five regions and selected sectors of the Russian Federation, and in selected countries-beneficiaries, by Moscow School of Management, Skolkovo (SKOLKOVO) with participation of Russian industry and TVET experts</p> <p><i>Target: The methodology of skills foresight and the TVET institution manager training programs are upgraded, approved and applied in five regions of Russian Federation, and in selected countries-beneficiaries</i></p> <p><u>Summary of achievements up to date:</u></p> <ul style="list-style-type: none"> ▪ STF methodology, modular based TVET institution manager retraining program, Management of Training Institutions’ training program developed by the ITC ILO, Turin (adapted and translated into Russian) ▪ 376 persons (40% women) benefitted from Knowledge and Skills Development, Practical Capabilities, Knowledge Sharing activities | |
| <p>Output 3.1 Methodology of Skills Technology Foresight (STF) upgraded and applied in 5 regions of Russian Federation to the revision and updating of regional TVET systems for development of skills and qualifications, and related training programs</p> <p><i>Target: a. Methodology of skills foresight is revised and approved. b. Methodology of skills foresight is</i></p> | <p>Slight delay. Accomplishment rate is 60%. Key results:</p> <ul style="list-style-type: none"> ▪ Skills Technology Foresight (STF) methodology has been technically improved and verified by the Ministry of Labour and Social Protection of the Russian Federation during two-day foresight sessions for two professional areas were conducted (information technology and railway transport in June 2018) ▪ Seven Skills Technology Foresight sessions were conducted in three regions of the Russian Federation in 2018: Khabarovsk region (construction and maintenance of roads, repair of cars and special equipment); Krasnoyarsk region (mechanical engineering, agriculture); Arkhangelskaya oblast (forest industry and construction |

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| <p><i>applied in at least 1 sector in each of 5 regions of Russian Federation to identification of new or revision of existing occupations, qualifications, and related training programs, by end of November 2019</i></p> | <p>& communal housing services) and Yakutsk (mining and processing of mineral resources). STF sessions in other two regions planned for 2019</p> <ul style="list-style-type: none"> ▪ A total of 317 policy makers, stakeholders and practitioners (47% are women) trained in skills foresight and in application of tools for revising occupations, qualifications and related programs of study |
| <p>Output 3.2. Management of training institutions in five regions of Russian Federation improved through development and application of modular-based TVET institution manager training program including the computer simulation -based course tested in Phase 1 produced by SKOLKOVO</p> <p><i>Target: A modular-based TVET institution manager training program developed, approved by the Ministry of Education and Science of Russia and applied for training of at least 100 managers in 5 regions of Russia and other countries beneficiaries, by end of November 2019</i></p> | <p>Slight delay. Accomplishment rate is 20%. Key results:</p> <ul style="list-style-type: none"> ▪ The modular-based TVET institution manager training program was developed and endorsed ▪ The modular based TVET institution manager retraining program «Managing the changes in the TVET system to strengthen regional economy» was developed and piloted in Khabarovsk region, five modules were conducted. As a result of the training, seven educational programmes for TVET institutions were developed by the participants. Piloting of the training programme in Krasnoyarsk, Arkhangelsk and Yakutia planned in 2019 ▪ A total of 38 TVET managers and practitioners (87% are women) participated in the training programme, seven educational programmes for TVET institutions were developed by the participants |
| <p>Output 3.3. Skills Technology Foresight (STF) methodology technically improved for easy application on national level with a focus on producing tangible deliverables for improving Skills Development systems and training programs for priority sectors in recipient countries</p> <p><i>Target: STF methodology is upgraded and applied to at least 3 additional priority sectors to produce tangible impact on skills development systems and training programs in 3 countries beneficiaries (including the two countries-beneficiaries of Phase 1)</i></p> | <p>Mainly on track. Accomplishment rate is 20%. Key results:</p> <ul style="list-style-type: none"> ▪ Skills Technology Foresight (STF) methodology has been technically improved via online foresight session support system and approved by Russian and international experts through international expert workshop «Applying Innovative Approaches to Strengthening TVET Systems and Labor Markets Development» held by MSM SKOLKOVO, 23-24 October 2017 ▪ More than 150 foresight sessions were uploaded onto IT platform and available at http://foresight.skolkovo.ru/ |
| <p>Output 3.4 The revised training programme for TVET managers, based on computer simulation, involving the module for assessment of individual training needs of managers is institutionalized in national training systems in countries of the project enabling to deliver training in line with demand from economic sectors and individual training needs of managers (Russian Federation)</p> | <p>On track. Accomplishment rate is 20%. Key results:</p> <ul style="list-style-type: none"> ▪ The improved computer simulator training programme «Managing TVET Institution» has been developed in terms of better navigation system, design, decision making logic imbedded in the instrument ▪ The additional module for assessment of the individual training needs has been designed and added to the computer simulator. The final version of the computer simulator together with the managerial skills assessment module was presented to the international expert community in the framework of the international expert workshop «Applying Innovative Approaches to Strengthening TVET Systems and Labor Markets Development» that took place at SKOLKOVO, 23-24 October 2017 |

Target: a. The improved training programme which includes a module for diagnosis of individual training needs of managers, the improved training methodology, the revised computer software and the training guide; b. At least 60 managers of institutions including not less than 30% of females, in 3 countries beneficiaries (including the two countries-beneficiaries of Phase 1), are trained on basis of improved management programme

- A total of 38 persons trained (87% are women) using the upgraded simulator as part of the retraining program «Managing the changes in the TVET system to strengthen regional economy» on May 2018 in Khabarovsk region
- Negotiations for institutionalizing SKOLKOVO computer simulator educational tool developed at the national level. In Viet Nam, introduction of the programme in four regions with continued TOT support from the project is planned. For Armenia, National Center of VET Development is being considered for transferring the educational tool at the national level. In Jordan, translation of the educational tool in Arabic language will be done through additional out of project funding

Output 3.5. The ‘Management of Training Institutions’ training program developed by the ITC ILO, Turin adapted and translated into Russian and the trained Russian-speaking TVET institution managers from Project Countries at ITC ILO, Turin have acquired advanced TVET Institution management skills and international exposure

On track. Accomplishment rate is 60%. Key results:

Target: a. The training programme developed at ITC ILO, Turin is adapted to the needs of TVET systems of CIS countries and translated into Russian, allowing to deliver this course at ITC ILO, Turin regularly on annual basis, in Russian; b. At least 80 TVET institution managers and relevant stakeholders from Project Countries (including not less than 30% of females) are trained

- The training programme “Management of Training Institutions” developed at ITC ILO, Turin is adapted to the needs of TVET systems of CIS countries and translated into Russian, allowing to deliver this course at ITC ILO, Turin regularly on annual basis, in Russian, with the support of FIRO (Federal Institute for Development of Education)
- First batch of 21 Russian-speaking trainees was trained at ITC on 22-26 October 2018, including 4 representatives from Armenia, 2 from Belorussia and 15 from Russian Federation

7.13. Annex N. Budget Utilization Summary Tables

Figure 6. Budget utilization- consolidated global, in %

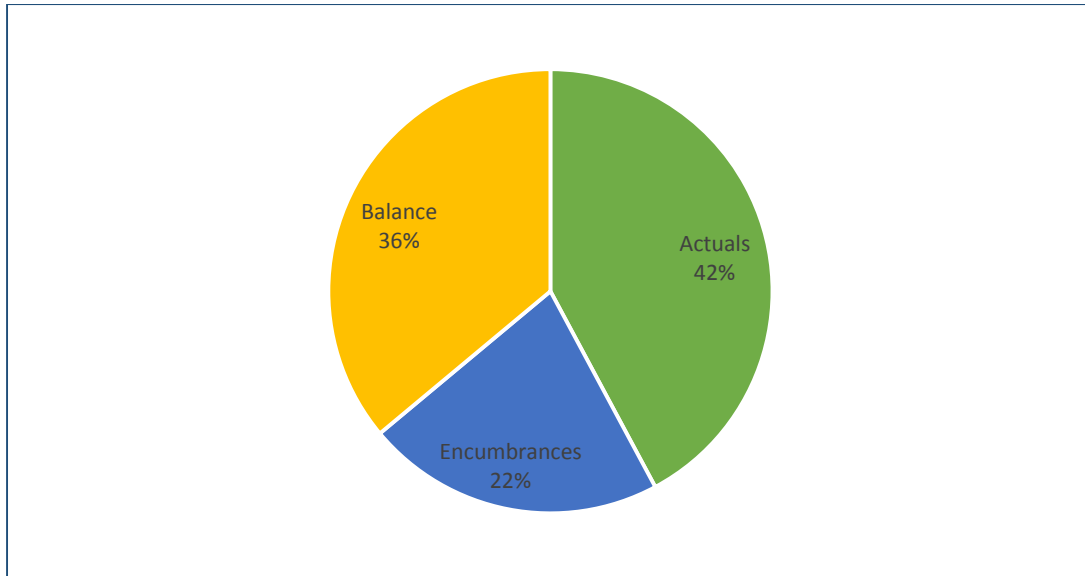


Figure 7. Budget utilization status – per country, in %

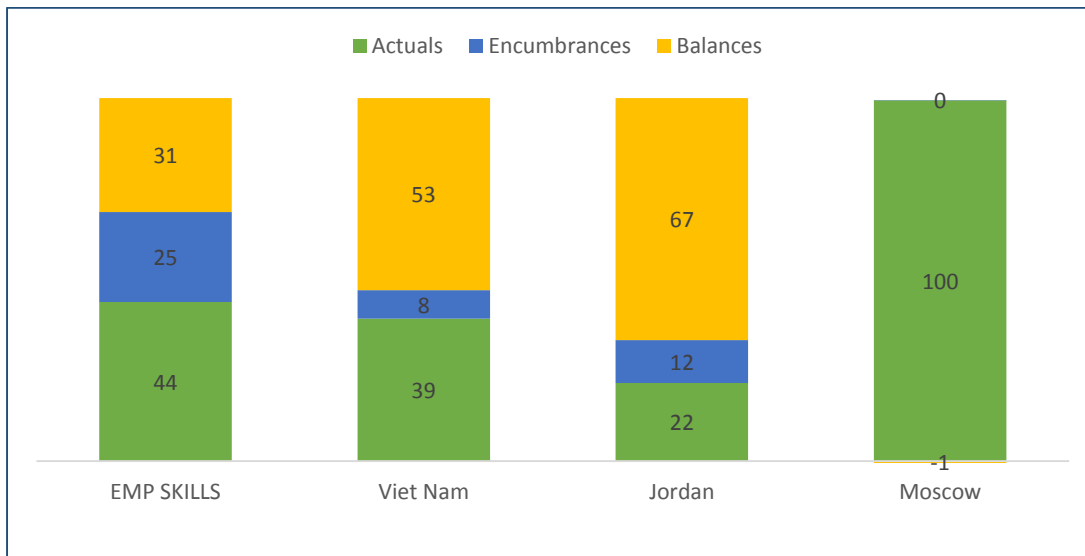


Figure 8. Budget utilization at outcome level- GVA, in %

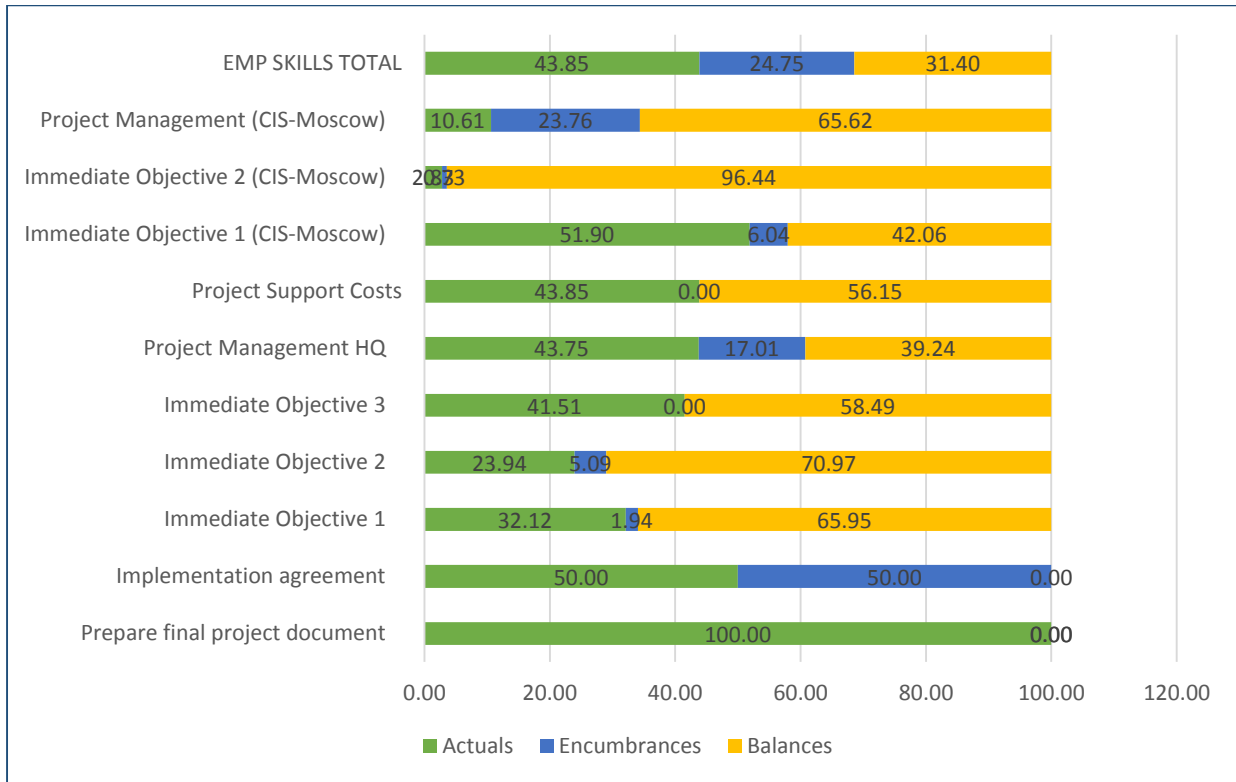


Figure 9. Budget utilization at outcome level- Jordan, in %

